

DEVELOPMENT AND EVALUATION OF A SUSTAINABLE INTERVENTION PROGRAMME.

by

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MRES CLINICAL PSYCHOLOGY

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THESIS OVERVIEW

This thesis is comprised of three chapters that explore the process of instituting a new service or programme. Through the course of this project I have undertaken research related to the construction and implementation of three new programmes. I have also had the opportunity to apply quantitative and qualitative analyses to programme evaluations. I was able to work in three very different environments while conducting the portions of this thesis. The first two were NHS service providers, one a site in Birmingham and the other an independent company which holds NHS contracts. Each site provides services for individuals with learning disabilities and individuals in the criminal justice system. Finally, I worked within the University of Birmingham Psychology department which is providing an independent programme evaluation for a local psychology service.

Analysis of Thinking Skills Training Programmes Among Adults With Learning Disabilities: Qualitative Review of Relevant Literature.

The first project involved collecting and evaluating existing literature on rehabilitation programmes for individuals with learning disabilities and presenting it in a literature review. I followed the guidelines set forth by COCHRANE and PRISMA (Higgins, 2008 & Moher, Liberati, Tetzlaff & Altman, 2009) when conducting my literature review.

Working within a Multi-disciplinary team (MDT) in an NHS service gave me the opportunity to gain experience working alongside a variety of professionals toward a common goal. I attended MDT meetings and gained an understanding of how these teams function successfully and effectively for their service users. As a result, I gained an understanding and an appreciation of the importance of working closely with professionals of varying backgrounds when providing support for service users.

Supervision gave me with the opportunity to become familiar with the review process. My supervisor provided insight into working with individuals with highly specialized needs. I was able to learn about the process of the justice system in the United Kingdom. My supervisor, along with other members of the MDT, increased my understanding of the NHS and the numerous services that are provided within it.

Positive Parenting Programme (Triple P) for Parents of Children with Autism Spectrum Disorder (ASD): Programme Evaluation

My second placement focused on the evaluation of a programme provided through an independent organization as part of its NHS autism contract. The Stepping Stones Positive Parenting Programme (Triple P) had been offered for four years and data was collected pre- and post- participation. This project evaluated the effectiveness of the programme based on these pre/post measures.

The programme evaluation took place at the time that the psychology service was re-applying for its Autism contract with the NHS. As a result, it was imperative that any new information about its programmes would not negatively affect the application. I got to see first hand that a service running independently of the NHS must maintain a high level of programme success. This is because every three years they have to prove their services are effective in order to keep their NHS contracts. Therefore programmes that are not successful must be altered or discontinued quickly.

Supervision during this project provided me with insight regarding the measures used and developed for the evaluation of the programme. As my previous research experience was exclusively with quantitative data collection and analysis I was able to work very independently, which allowed me to increase my confidence working in a clinical psychology setting. I worked alongside trainee psychologists and provided regular updates to my supervisor.

Thematic Analysis of Stakeholders' Hopes, Fears and Expectations for a Peer-Mentoring Programme

My final project was part of a larger programme evaluation which will continue through the coming year. The project will evaluate the effectiveness of a newly developed and implemented peer-mentoring programme. My section focused on the initial hopes, fears and expectations for the programme by stakeholders. This evaluation entailed conducting interviews with stakeholders and performing a qualitative evaluation using Thematic Analysis (TA).

This project gave me my first foray into the field of qualitative research. Using TA, I have gained experience working with numerous transcripts and identifying emerging themes. Through

supervision, I was guided through developing very general themes and how to present the results of quantitative research. I also gained experience with the rigorous testing that is required from the Cabinet Office for any projects that they fund. This gave me insight into the difficulty that is faced by organizations in procuring and maintaining funding for new projects to meet a desperate service user need.

Supervision throughout this project was essential as this was my first experience with TA and qualitative research in general. My supervisors provided guidance on conducting interviews and providing feedback on the interviews on a regular basis. As a result, I was able to continually ensure that I was conducting the interviews to the best of my ability. My supervisors helped me to develop my skills and confidence in the interview setting.

Summary

Through the course of my Master's programme, I have been able to expand my research abilities and interests. I worked independently on a quantitative research project, conducted a literature review and conducted a qualitative research project (using TA). I have acquired hands-on practice with research within a clinical psychology setting and have been exposed to the problems that arise. Each project has given me the opportunity to work with a population that is of great interest to me (Learning Disabilities, Autism Spectrum Disorder and offenders). However, I have learned the importance of working indirectly with the target population in order to provide the best possible support for the service user. Through supervision, I have increased my knowledge of research in clinical psychology and have learned to navigate within the NHS.

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Chapter I:

Analysis of Thinking Skills Training Programmes Among Adults With Learning Disabilities:

Qualitative Review of Relevant Literature.

Abstract

Introduction

Thinking skills programmes address common characteristics of offenders' distorted thinking. These include justification, misappropriating blame, misinterpreting social cues, moral reasoning deficits, and feelings of entitlement and dominance (Landenberger et al., 2005). It is estimated that between 1-10% of offenders in the UK prison system are diagnosed with a learning disability (Loucks, 2007). Due in part to IQ deficits (<70), social skills deficits leading to difficulty understanding content, programmes must be altered to suit learning disabled individuals. Thinking skills programmes' length, language, and content are being tailored to suit individuals with learning disabilities (e.g. Good Thinking Skills programme (GTS) and Social Problem and Offence Related Thinking (SPORT) programme). The aim of the literature review was to collect available information on successful pilot programmes working with offenders with learning disabilities. This information will be disseminated to the multi-disciplinary team at BCAC. The goal is to use the report to inform the structure and development of their new thinking skills programme.

Methods

University of Birmingham and BCAC library subscribe to many online journals, which were searched along with online search engines. Peer-reviewed journal articles studying thinking skills training programmes designed or adapted for individuals with learning disabilities. Fourteen experimental and non-experimental papers were found, five focused on participants with learning disabilities.

Results

Each study looked at their own individual programme that had either been developed or modified for adults with intellectual difficulties (ID). Participants took part in the thinking skills programmes after having committed a crime, though most programmes excluded individuals who had committed sexual offences. Some groups were run in hospital settings, others were community-based programmes, and some were run with participants who were living in a group home. Due to the programme nature there is great variability in what can be considered successful. They can be considered successful if there is significant reduction in recidivism rates, if there is an improvement in moral reasoning and social skills or a decrease in distorted cognition. Each programme in this review was considered successful by their respective authors. Each

programme chose to limit the number and length of sessions, limit the number of participants while allowing for more facilitators, modify the language used during the programme and in programme paperwork. Programme success can partially be attributed to the forensic teams inclusion of only individuals who can work in a group and work well with the others.

Conclusion

Cognitive Behaviour Therapies are a successful in reducing problematic behaviours as demonstrated through the variety of programmes with positive outcomes. However, programme participation and completion is important for ensuring positive outcomes. Further and more focused research would provide a fuller understanding of programme effectiveness.

Reflection

The aim of my first placement was to gain an understanding of thinking skills programmes which are currently available across the UK. I worked within a multi-disciplinary team where I received input from professionals with varying backgrounds. This allowed me to gain a more complete understanding of their clienteles' specific needs. Due to their clientele being offenders with learning disabilities the team wanted information that would be pertinent for their needs, which made the literature search very specific. The information gained on thinking skills programmes would be used in implementing their new programme.

Introduction

In the United Kingdom the punitive system offers programmes for offenders within the prison system as well as community based programmes upon release. Many offenders are referred to rehabilitative thinking skills programmes. These programmes address common characteristics of offenders' distorted thinking including justification, misappropriating blame, misinterpreting social cues, moral reasoning deficits, and feelings of entitlement and dominance (Landenberger et al., 2005). Current programmes are often based on Cognitive Behaviour Therapy (CBT) principles. Programmes aim to improve problem solving because reoffending is believed to increase relative to ineffective problem solving (McGuire and Hatcher, 2001; Langdon et al., 2013). Programme effectiveness is often evaluated according to the rate of recidivism and studies primarily focus on participants without learning disabilities. However, it is estimated that between 1-10% of offenders in the UK prison system are diagnosed with a learning disability (Loucks, 2007). Due in part to IQ deficits (<70), social skills deficits and comprehension issues, programmes must be altered to suit learning disabled individuals.

Bourke et al.'s (2001) meta-analysis on Problem-Solving skills training amongst incarcerated offenders controlled for variables including IQ and offence type across studies. The findings demonstrated that CBT based programmes are effective in reducing recidivism when all variables have been controlled. Further, study comparisons have illustrated that adult and youth offenders respond to CBT based therapies positively (Sadlier et al., 2012).

Thinking Skills Programmes

Thinking skills programmes aim to provide participants with the skills needed to problem solve effectively to reduce the risk of re-offending. Programmes are often very broad in scope, as they provide general skills that can be applied more specifically (e.g. in sexual or violent offending programmes). Thinking skills programmes highlight issues that occur in faulty problem solving and how these can lead to future problems. Once these faulty problem-solving techniques are explained facilitators teach participants effective approaches for problem solving. A forum is provided to practice and develop the new skills. Increased emotional awareness and the effect emotions have on actions and problem recognition are important skills promoted in these programmes.

Programme flexibility is a core concept for facilitators due to variance amongst participants. For example, with a group of individuals who have fire starting tendencies, content

will be tailored to address those triggers. Thinking skills programmes are beginning to tailor their sessions for individuals with learning disabilities. Such programmes are amended in length, language, and content (e.g. Good Thinking Skills programme (GTS) and Social Problem and Offence Related Thinking (SPORT) programme).

This review will compare the effectiveness of thinking skills programmes for adult offenders with Learning Disabilities. Studies will be compared based on changes in moral reasoning, cognitive distortion, problem-solving skills, impulsivity, (Ailey et al., 2012, Lindsay et al. 2011) and recidivism. The comparison will evaluate programme effectiveness and identify issues and benefits of current programmes, leading to a better understanding of the core components of effective programmes for individuals with learning disabilities. The aim of the comparison is to gain an understanding of the thinking skills programmes that are currently being provided for individuals with learning disabilities. This information will help inform the BCAC NHS service of the practices available that may work best for their clients and which programmes are most effective in reducing recidivism.

Methods

Inclusion criteria

Papers included in this comparison are peer-reviewed journal articles studying thinking skills training programmes designed or adapted for individuals with learning disabilities. Studies included identify programme efficacy or development. Studies from any country reported in English were eligible for inclusion in the literature search. Papers were limited to using participants from the offender population. Both experimental and non-experimental studies were included. As a result of the literature search fourteen papers were found. Of these fourteen papers, five papers focused on participants with learning disabilities.

Search methods

Keyword Searches were conducted in search engines including googlescholar.com. University of Birmingham and BCAC library subscribe to many online journals, which were searched. Databases included in the search were PsychInfo, Pubmed, JSTOR, and Web of Science. Keywords included words describing the population (e.g. learning disabled, offenders, intellectually disabled) and the type of skills programming (e.g. thinking skills, social problem solving, cognitive skills).

Results

Twenty-three articles were originally identified using the key words describing the population and the programme (see table 1.) After screening and exclusion (based on due to inappropriate participants or study design) five articles were identified that evaluated the effectiveness of CBT based thinking skill programmes on individuals with learning disabilities (see figure 1). Participant IQ was measured at a significant developmental delay, except in the case of one study, which included an individual with Autism Spectrum Disorder (IQ 111). Studies included were all quasi-experimental design. While they all implemented a pre-posttest design they did not include control groups. Participation was based on belief that the individuals would thrive in the group setting rather than random assignment. Liberman (2007) was included in the review as it was provided information on the SILS programme, which was identified as a programme of interest by BCAC. The Lindsay (2009) review gave a concise overview of the importance of modified programmes for individuals with learning disabilities. This was included in the review to substantiate the need for implementing a new programme within the West Midlands for offenders with learning disabilities.

Table 1. Key words searched

| Programme | Population |
|------------------------------|---------------------------------------|
| Social Problem Solving | Learning Disab* |
| Problem Solving | Intellectual Disorder* |
| Thinking | Developmental Disorder* |
| Social Issues | Mental Deficiency |
| Thinking Skills | Mental Retardation. |
| Cognitive Skills | Learning Difficulties |
| Rehabilitation | Prisoner* |
| Enhanced Thinking Skills | Criminal |
| | Criminal Behaviour* |
| | Offenders |
| | Developmental Disabilit* |
| | Learning Disorder* |
| | Pervasive Developmental Disorder |
| | Intellectual Development Disorder |
| | Learning Difficult* |
| | Mental* Retard* |
| | Mental Deficien* |
| | Offend* |
| | Criminals/ or Perpetrators/ or Female |
| | Criminals/ or Male Criminals |
| | Forensic |
| [Limit to: English Language] | |

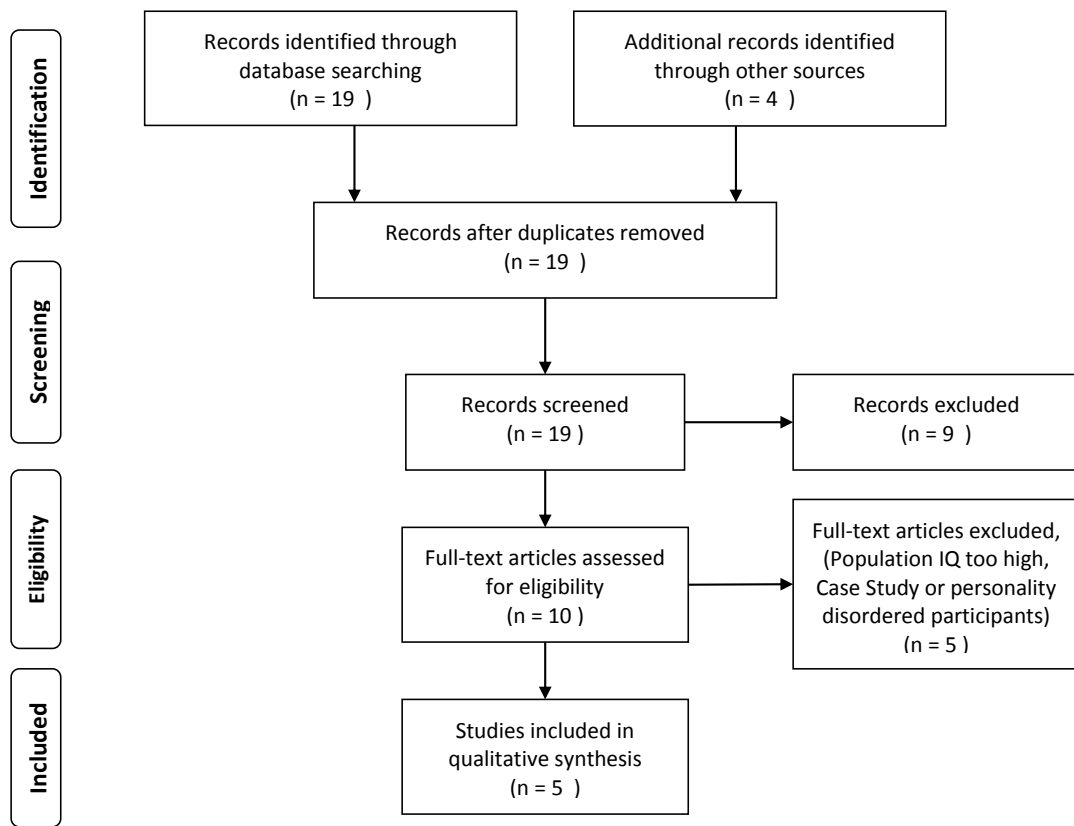


Figure 1.

Ailey et al.'s (2012) tested the modified STEPS programme within a community group home setting. Advice was provided by community members, group home staff, and members of the group home regarding the development of the programme. The programme running time can be between 6 and 9 weeks with an hour long session each week. These suggestions were then tested with individuals with intellectual disabilities and had positive results wherein all participants liked the programme and it was shown that the programme helped them to develop improved thinking skills.

Repairing distorted reasoning and thinking skills was the target of the Langdon et al. (2013) programme which was designed for young offenders. Langdon et al. ran a single case series study and piloted a modified version of the EQUIP programme. Their participants were males with either intellectual disabilities or a diagnosis of Asperger Syndrome. Over a 12 week period participants took part in four sessions, each one hour in length. Results indicated that participation in the programme led to improved moral reasoning, decreased distorted cognitions and improved problem solving skills however, it did not have an effect on participants' anger measures.

Lindsay (2011) conducted two studies, the second study examines the development of the SPORT problem solving programme for use with offenders who have intellectual disabilities. Ten participants participated in the programme which is designed to last between twelve and fifteen weeks. Each session ran between one and one and half hours long. The results suggest that participation in the programme decreased impulsivity and increased positivity in social problem solving.

The Liberman et al. (2007) and Lindsay (2009) papers reviewed the success of past thinking skills programmes through literature reviews. Liberman et al. evaluated how plausible implementing Social and Independent Living Skills (SILS) is with a thinking skills programme. They determined that SILS could be adapted for different cultures and countries based on the documentation of cross-cultural efficacy, effectiveness and utility in numerous international studies. Lindsay reviewed a range of treatment interventions in the fields of anger and violence, inappropriate sexual behaviour, fire-setting and ineffective social problem-solving strategies. Controlled trials and comparisons have demonstrated that programmes for anger and violence and inappropriate sexual behaviour are successful and have shown decreased rates of reoffending amongst their participants for up to twelve years. However, in the areas of fire-setting and ineffective social problem-solving strategies there has been limited research on programme effectiveness.

Participants

The majority of the studies were carried out with male participants. However, studies were still included with findings from female participant groups. Studies included adult offenders (over 18 years old) who had been diagnosed with a learning disability and had taken part in a thinking skills programme while incarcerated or in a community setting.

Evaluation

Evaluation of the programmes depends on numerous outcome measures. Due to the programme nature there is great variability in what can be considered successful. Primarily, programmes are considered successful if there is significant reduction in recidivism rates. Due to difficulty of content mastery, this should not be the only measurement of success. Programmes can also be considered successful if there is an improvement in moral reasoning and social skills or a decrease in distorted cognition. For example, if participants can demonstrate an increased understanding of the impact of their behaviour.

Programme completion has an effect on recidivism rates; therefore programmes should also be evaluated based on participant dropout rates. If participant retention is high throughout

the programme then the programme is successful. Therefore, programmes should be evaluated on service user satisfaction and understanding.

Discussion

Whether effectiveness was measured as recidivism rates or in service users' ability to properly define their locus of control, each programme in this review was considered successful by their respective authors. Due to the nature of the target population, all studies attempted to limit the length of the programme as well as the length of each individual session (one hour maximum). Ailey et al. (2012) determined, with service user input, that the number of sessions should be limited to between six and nine. The number of participants was also limited in these studies, ranging from seven to twelve participants (Ailey et al., 2012, Langdon et al., 2013). Researchers determined that decreased number of participants would increase the capability of facilitators to help each participant progress through the programme.

The studies included in the search all differed in some aspect to the others. All studies considered the effectiveness of programmes on individuals who had committed offences though most excluded individuals who had committed sexual offences. Some groups were run in hospital settings, others were community-based programmes, and some were run with participants who were living in a group home.

Each programme had been modified or designed for a population with learning disabilities. The language used by programme facilitators was modified in all studies. Homework assignments, pamphlets and terminology aimed to improve participant understanding. Activities were also modified to simplify activities, and encourage hands on or more tangible learning than earlier programmes. Modifications include increased role-playing, take home information, and an increase of demonstrations to encourage life skills. The SPORT programme (Lindsay et al., 2012), for example, demonstrates faulty judgement using a glass of motor oil. Participants mistake the pint of motor oil for alcohol which illustrates that bad decisions can be made based on faulty assumptions.

Decreased number and length of sessions was also noted in each study. These changes are made to address short attention span amongst individuals with learning disabilities. Ailey et al. (2012) amended the people allowed to be present during the programme to include participants' support workers. In this case the presence of support workers increased participant comfort. Other studies increased the number of facilitators, lowering the participant : facilitator ratio (Langdon et al., 2013) and providing more support to participants.

Offender programmes for a learning disabled populations are meant to be malleable because some concepts may be more difficult to grasp and require more focus than others (Ailey

et al., 2012). Unexpected factors that make individuals upset or uncomfortable increases the need for flexibility. Amongst an offender population these triggers can be more severe and easily accessed. These triggers can be difficult to predict with learning disabled populations because at times they have no clear link to the issue at hand.

Issues with the literature

Due to the lack of research in this field is still a lot of information missing from the literature. All available studies are pilot or exploratory studies of newly launched programmes. This has meant that each study was testing different thinking skills programmes. Therefore, each programme's effectiveness has only been studied and written up once. Programmes' perceived success must also be tested for external validity. However, due to the flexible nature of these programmes it is very difficult to conduct a repeated measures test for a single programme. Any results could be attributed to group make-up, facilitators or circumstances surrounding individual participants. Controlling for all factors would be neither fiscally practical nor feasible.

Study lengths are also subject to the composition of the programmes. Long-term results are not available since programme lengths are short to encourage participant completion. It is possible that a long-term group would have longer lasting or stronger effects on the reduction of recidivism but this has also not been studied. Few studies include one or more follow-up sessions even though programme effects have been shown to decrease over time. Ailey et al. (2012) considered the input of individuals with learning disabilities when constructing their programme, which included a request for a follow-up or booster session.

Due to small participant groups allowed in programmes the available experimental groups are very small. This means findings reported have low statistical power. Programmes must be run numerous times to ensure findings are robust.

Critique of papers

Multiple outcome measures were used to determine programme success. Authors who chose not to measure recidivism suggest that their chosen outcome measures have a causal link to recidivism. However, since they did not measure recidivism we cannot be sure. Ailey et al. (2012), for example, did not measure recidivism therefore their claim that shorter programme length will help to reduce recidivism is not necessarily accurate.

No dropouts were reported in these studies, which could be due to small experimental groups. Ailey's (2012) use of client feedback to increase retention cannot be tested against other studies. If sample size is increased there may be higher levels of dropouts. These dropout rates can then be compared between programmes employing service user feedback and those that don't. Fluctuation in dropouts can also be compared based on the presence of support workers or

between programmes run in a group home, community or hospital setting. In these cases fluctuation can be caused by participants' support network also being held accountable for programme attendance (support worker driving participant to group) or support (group home, or hospital setting rather than community).

According to service user feedback, participants and their support workers prefer fewer sessions, which is more likely to lead to programme completion because a shorter programme is a more accessible goal. Shorter sessions allow for individuals with decreased attention span to feel they are able to listen, participate, and learn throughout the session. Langdon et al.'s (2013) study uses a programme with many sessions during a short period of time. It cannot be determined whether this technique is more successful than others since each paper used different outcome measures.

Each paper differed on whether follow-up sessions are used and, if so, how long after the programmes they are delivered. Ailey et al. disclosed that their participants wanted one follow-up session run three to four weeks after programme completion. Langdon et al. suggested that four review sessions be run as the last week of the programme. The effectiveness of the two forms of follow up sessions should be tested compared to a control group.

An important addition to the literature would be examining which populations have less success in the programmes. Autistic individuals, for example, may experience difficulty grasping pro-social concepts as they are presented. Langdon et al. is the only study that included individuals with Autism Spectrum Disorder (ASD). They found that individuals with ASD failed to decrease cognitive distortion to the same degree as other participants. No issues in improvement were found in the other categories.

Participants in each study were chosen to participate in the programmes by either their forensic team or their support workers. Therefore, exclusion criteria were based on the likelihood of success in the programme, skewing the results in favour of the programme. Groups were formed of participants who were predisposed to thrive in the group and work well with others, which may not always be the case. Programme success may not be as high with groups formed of individuals with a lower affinity for group work.

None of the programmes used a control group during their studies. Therefore, it is difficult to draw definite conclusions on the success of the programme compared to a regular rate of improvement over time. For example, an improvement upon intake into a hospital or group home setting after they have committed an offence could be expected to have similar effects as participating in a thinking skills programme.

Implications for Practice

STEPS (modified), EQUIP (modified), SILS and SPORT are each effective programmes according to the research. Should any of these programmes continue to be used participants will improve their thinking skills. However, at the time of this review, each programme was in pilot phase and would benefit from continued research. The development of a programme that would be considered the gold standard in thinking skills programmes for offenders with learning disabilities should be the next step for service providers. Such a programme could take years to develop, research and test. New developments should always be considered, tested and amalgamated in to a more uniform programme. It is important to include potential service users in the design phase and gain feedback from participants upon programme completion to ensure client satisfaction. New suggestions would be tested and either included in the programme or discarded based on their success given test re-test reliability.

Implications for Research

Since all studies have assumed that shorter programmes lengths would be more effective we do not know the effects of longer-term studies. Progression could be monitored to determine if the effectiveness of the programme decreases at any point. Follow-up on the success of past participants to see if recidivism rates increase again a year after the programme should be determined each year. If recidivism rates climb as years pass a study should examine if continuous sessions throughout the year or less frequent booster sessions are more successful in reducing recidivism.

Obtaining feedback regarding what participants learned gives insight into aspects of the programme participants did not find helpful. This information should be used to make programmes more accessible for the service users. Client satisfaction with a programme will lead to greater retention . Research shows that although positive effects are experienced by drop out participants those who complete the programme were more successful for a longer period of time (Lindsay et al., 2011). Client satisfaction measures should be provided for service providers to make an educated choice for which programmes their clients would prefer.

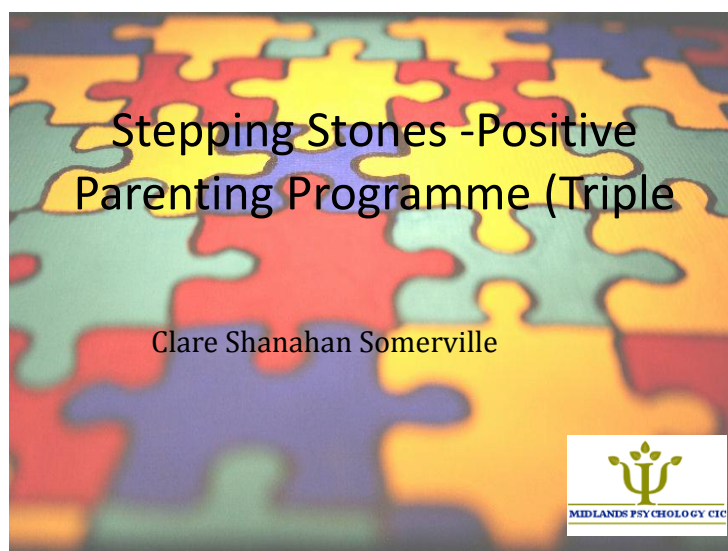
Ailey et al. (2012) demonstrated that support attendance is successful for encouraging participation however this is not always feasible. Therefore, studying the effects of the presence of support workers for some participants and not others is important. Perhaps increased presence of support workers will be helpful for all by decreasing the participant to staff ratio. If their presence is not detrimental to participants without access to a support worker then it would be good to have them present whenever possible. If their presence is detrimental then groups should be run separately depending on which clients have a worker and which don't

Conclusion

According to the analyzed papers, CBT based thinking skills programmes appear to be moderately successful in reducing problematic and anti-social behaviours. This is demonstrated through the variety of programmes that have all had positive outcomes across participants. Programme success can partially be attributed to the forensic teams inclusion of only individuals who can work in a group and work well with the others. The issue is raised that perhaps this inclusion criterion sways the results showing more success in the sample than could be expected in the population. It is important to ensure that individuals enjoy the programme so they participate and complete it. There is still a need for further research to gain a clearer understanding on the effectiveness of programmes and how to deliver them effectively. Focusing on one programme can allow for a fuller understanding and complete development of the programme.

Chapter II:
Positive Parenting Programme (Triple P) for Parents of Children with Autism Spectrum Disorder
(ASD):
Programme Evaluation

Introduction:



My placement this term took place within the Autism services division. As part of my placement I was evaluating their support services, in particular the Stepping Stones Positive Parenting Programme (Triple P). The division has run four sessions (inclusive of the current session) of their Triple P and wanted to determine if the programme has been effective in improving parental confidence.



Family intervention (Sanders, 1999)
Develop parenting skills
Positive attention (Sanders et al., 2003)



High levels of acceptance and satisfaction (Sanders 1999)
Decrease in problem behaviour (Sanders, Markie-Dadds, Tully & Bor, 2000)



The Stepping Stones programme, which has been implemented by _____, is a modified Triple P. Triple P is a Behavioural family intervention with theory based social learning principles. It is a multilevel parenting intervention designed to provide parents with knowledge, skills, and confidence with the aim of reducing the prevalence of mental health, emotional, and behavioral problems in children and adolescents (Sanders, 1999). This is achieved through the focus on providing children with positive attention and managing the child's behaviour in a constructive way (Sanders et al. 2003).

The success of Triple P is noted throughout the literature. Parents who have taken part in Triple P have reported high levels of acceptance and satisfaction. (Sanders, 1999) It also produces statistically and clinically significant decreases in child problem behaviours that are maintained over an extended period of time (Sanders et al., 2000).



Stepping Stones

Children with Disabilities (Sanders, Mazzuchelli & Studman, 2003)

Social and communication development

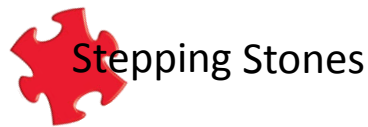
(Siller and Sigman, 2002; Charlop-Christy, Carpenter, Le, LeBlanc & Kellet, 2002; Ganz & Simpson, 2004; Kaiser et al., 1993; Garfinkle & Schwartz, 2002; Girolametto et al., 1994)

Stress Reduction (McConachie & Diggles 2007; Sanders & Wooley, 2005)



Stepping Stones has been modified from Triple P to target parents of children with disabilities and is based on the same principles. In addition to the strategies taught in the regular Triple P, Stepping Stones includes additional strategies developed specifically for parents of disabled children with a basis in the literature.

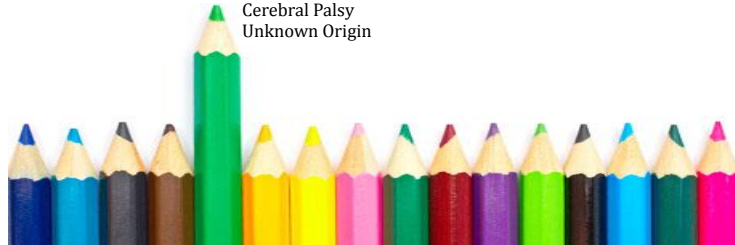
Preliminary results of the Mazzuchelli et al. paper showed that the Stepping Stones programme was effective with individuals with disabilities such as: Down's Syndrome, Fragile X, Cerebral Palsy, and a disability of Unknown Origin. However, information on the effectiveness of the programme for parents with children on the Autism Spectrum is not as well researched.



Evaluation of Parents of Children with ASD



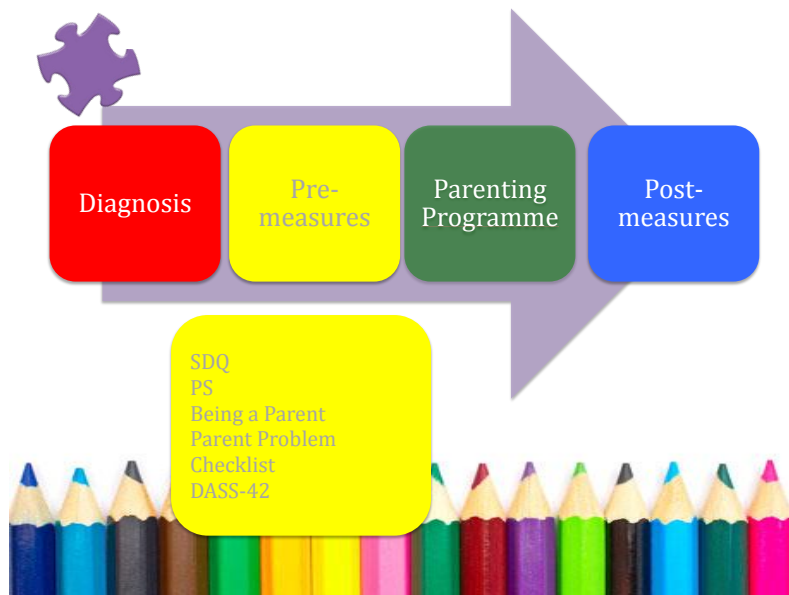
Reduced problem behaviours and increased positive behaviours (Mazzucchelli, Roberts, Studman & Sanders, 2003)
Down's Syndrome
Fragile X
Cerebral Palsy
Unknown Origin



Although not much research has been conducted with parents of children on the Autism Spectrum who have taken part in the Triple P the Stepping Stones programme is well suited for helping these parents as well. Parenting programmes which encourage responsive parenting styles show evidence of supporting the development and wellbeing of the child and the parents. Stepping Stones teaches parent to; use augmentative language, adapt the environmental arrangement, offer choices, and encourage imitation and turn taking (Siller and Sigman, 2002; Charlop-Christy, Carpenter, Le, LeBlanc & Kellet, 2002; Ganz & Simpson, 2004; Kaiser et al., 1993; Garfinkle & Schwartz, 2002; Girolametto et al., 1994). These techniques are proven to improve communication in the parent-child relationship and are techniques that are widely used in working with individuals with Autism.

The Triple P is also helpful because parents with children on the Autism Spectrum typically have higher levels of stress than those who have children with other disabilities or no disabilities (McConachie & Diggles 2007; Sanders & Wooley, 2005). Although it would be important to look at the effects the Triple P on stress reduction pre- and post- programme very few studies have done so. These studies, however, give evidence that Stepping Stones helps to decrease parental stress by increasing self-efficacy.

Methods:

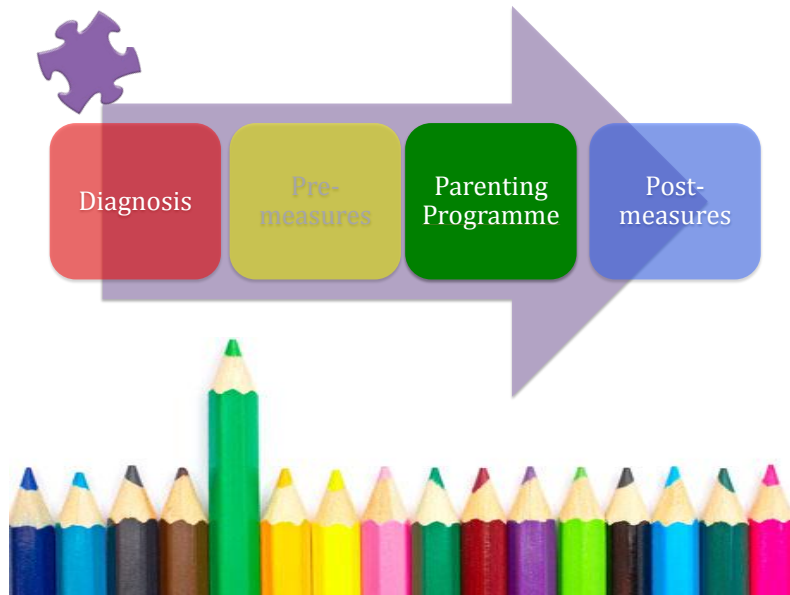


Diagnosis:

launched their evaluation of the Stepping Stones Triple P to ensure that the programme is working effectively for their clients. Four sessions have been run in total for parents whose children have just received a diagnosis of ASD. Parents who receive the diagnosis within the service are offered the chance to take part in the programme by their psychologist upon receipt of the diagnosis. Parents were also referred from outside of the programme by their GP or psychologist to to partake in the programme.

Measurements:

Once parents had given verbal consent they were asked to complete several baseline measurements prior to taking part in the programme each of these measurements were then re-administered post completion of the programme. These scales included; the Strengths and Difficulties Questionnaire, Parenting Scale, Being a Parent Scale, Parent Problem Checklist, and the Depression Anxiety Stress Scale. These scales were used to determine if the programme helped parents adapt their parenting style and improved their self-esteem and confidence as parents. The scales are also used to determine if inter-parental conflict over child rearing is decreased as an effect of participation in the programme. Finally, the DASS-42 pre- and post- measures were distributed to measure the three related negative emotional states of depression, anxiety and tension/stress and how the Triple P affects these.



The Stepping Stones Programme is provided on site at _____ in either their Stafford or Lichfield sites over the course of just over two months. Two facilitators from _____ who are trained and accredited to run Triple P lead one group session a week lasting just over an hour each. Each group consists of up to 10 parents with children on the Autism Spectrum aged between 2 and 18. Each session has a different aim. These include; positive parenting skills, promoting child development, teaching new parenting skills and behaviours, managing misbehaviour and parenting routines, and planning ahead. The final session reconvenes to give the parents a chance to pose questions and further issues to the group and build on their parenting confidence with the practical experience they have gained outside of the programme.

Results:

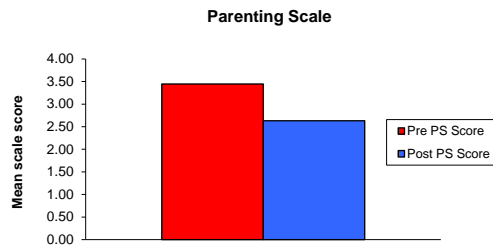


Due to confidentiality rules I was privy to minimal demographics information concerning the parents who took part in the study. As a student I was not on the NHS secure network, therefore, information shared with me was identified using participant numbers to ensure confidentiality. Information on age, location or socio-economic status was not collected from parents as part of the study. Information on whether or not the children were male or female was not retained either. Of the seventeen parents in total who completed the forms at the beginning and at the end of the programme, only three were fathers. One mother completed information forms for her two sons in regard to their progress after the programme. Though not many parents dropped out of the programme there are a lot of missing data due to parents not completing questionnaires and entire scales missing from sessions due to administration error. Questionnaires with a significant amount of missing data (missing measures or partially completed subscales) were excluded from analysis, leaving a small sample size (17 participants).

Improvement for the majority of the scales would be seen by a decrease in scores. However, improvement on scales with an asterisk is marked by an increase in scores. All scores were improved from the pre to post scores. The SDQ total score improvement was significant ($P > .05$) with the Conduct and Hyperactivity subscales also improving significantly.

Results

| Questionnaire and subscales | Pre Mean (SD) | Post Mean (SD) | P-Value |
|-------------------------------------|---------------|----------------|---------|
| SDQ Total | 26.43 (4.18) | 21.86 (5.23) | 0.006 |
| Emotion | 6.14 (1.35) | 5.50 (2.27) | 0.307 |
| Conduct | 5.07 (1.59) | 3.36 (1.69) | 0.001 |
| Hyperactivity | 7.93 (1.64) | 6.71 (1.98) | 0.002 |
| Peer Problems | 7.14 (1.74) | 6.29 (1.73) | 0.102 |
| Prosocial * | 3.29 (1.93) | 3.79 (2.15) | 0.216 |
| Impact | 8.09 (1.77) | 6.55 (3.20) | 0.098 |
| PS Total | 3.27 (0.66) | 2.50 (1.23) | 0.014 |
| Laxness | 3.21 (0.70) | 2.47 (1.01) | 0.005 |
| Overactivity | 3.22 (0.94) | 2.26 (1.11) | 0.001 |
| Verbosity | 3.55 (0.77) | 2.65 (1.20) | 0.005 |
| Being a Parent Scale Total * | 55.38 (10.88) | 66.38 (12.11) | 0.149 |
| Efficacy * | 21.75 (6.43) | 27.50 (5.32) | 0.153 |
| Satisfaction * | 33.63 (5.98) | 38.88 (7.70) | 0.159 |
| Problem Parent Checklist | 7.25 (4.33) | 5.18 (4.30) | 0.438 |
| DASS-42 Total | 35.62 (27.86) | 26.23 (22.95) | 0.369 |
| Depression | 11.08 (8.95) | 9.15 (9.40) | 0.899 |
| Anxiety | 7.23 (11.38) | 5.38 (7.05) | 0.449 |
| Stress | 17.31 (10.73) | 11.69 (9.61) | 0.077 |



The Parenting total score improvement, along with all of its subscales (Laxness, Over activity, and Verbosity) all reaching significance ($P > .05$). The DASS stress subscale is approaching significance at $P .077$. Therefore it is evident that there is promise for this programme to be helpful for parents of children on the Autism Spectrum.

Discussion:

Limitations

- Sample
 - Size
 - Fathers
- Attrition



Moderate success was found with this programme, however, over the course of 4 programmes being run, only 17 participants filled in enough scales to be analyzed. Within these participants there were still cases of missing data. As the programme continues to run their programme they will continue to gather more information. The results will be more robust as more information is gathered. However, it will take a long time before there is a strong robust pool of data to analyze since participation in the programme and completion of scales is voluntary.

Within this group of seventeen participants only three were fathers. Although research has shown that mothers of children with ASD experience more stress and depression than fathers do the programme aims to target weaknesses experienced by the mother, the father, and the parenting team. Without more responses from fathers we are unable to gauge the effectiveness of this programme effectively for more than just the mothers.

Many parents have taken part in the programme throughout the 4 sessions that

. However very few parents who have participated in the programme volunteered to complete the scales for the service evaluation. In the cases of the parents who volunteered to take part in the study many of the parents completed the baseline measures and not the follow-up. Of these participants many did not complete enough questions in the scales for them to be included in the analysis. The high level of attrition from the service evaluation means data collection will take an extended amount of time.



Conclusion

- Success with ASD
- Continue to implement
– Fathers



Due to the evidence of moderate success that is beginning to emerge with the programme thus far it would appear that the programme is effective for parents with children diagnosed on the autism spectrum as the literature suggests. For this reason, [redacted] will continue to implement the programme within their services and continue to collect data. It is important for [redacted] to continue to collect and monitor their data to ensure that the programme is effective for their clients.

In the future it is important for [redacted] to recruit more fathers to participate in the Parenting programme. This can be done through more targeted advertising of the programme to fathers and the parenting team as a whole. It may also help to encourage fathers in the intake meeting to come to participate in the session by stressing the added benefits of the parenting programme for the parenting team.

After reviewing the measures that were returned to the programme and the high number of scales that were not completed for both pre and post measures it imperative that [redacted]

[redacted] focus more attention on their distribution. For example, large amounts of data were lost for numerous mothers because the package of measures did not include some of the scales. This slight oversight has a huge impact on the data analysis in this case where the sample size is so small.

Reflections:



Reflection

- Administration Errors
- Outside NHS
- Disruption in service



This service evaluation was initiated several years ago when implemented the parenting programmes. Measures were chosen to be distributed at the beginning and end of the programme each time it was run to track its effectiveness. Nearing the end of my placement however, I learned that very little importance was placed on the evaluation of the programme. Though they recognized the interest in tracking the participants' success very little importance is placed on the evaluation compared to the delivery of the service. Some issues surrounding the programme were the laxness in noting delivery so that future facilitators could replicate the programme success, many issues with administering and collecting the assessment material. I worked with my supervisor to surpass these issues by gathering information from current facilitators and analysing the data that were possible to analyse. We worked with facilitators to develop standard handbooks for future participants with full measures to pass to participants for completion.

Through my time working with I gained great experience working outside of the NHS. Working in an organization that provides NHS services but without the same amount of constraints on time and budgets that the NHS has to deal with made for a very different environment than my past placements in NHS services. has a much shorter waitlist than many NHS services and is therefore able to provide more assessments and services to more families across the West Midlands. However, as a condition of providing NHS services they must apply for the Autism contract ever three years. During my placement their contract with the NHS came up. I got to see some of the process involved with this application process. However, it did also mean that some services were disrupted as a consequence. The scope of my project this term, for example, was amended numerous times to ensure that nothing resulting from the evaluation could harm their bid for the Autism contract. This placement was a great opportunity for me to get to know the different avenues available for support and more insight into the workings of the NHS.

CHAPTER III:

Thematic Analysis of Stakeholders' Hopes, Fears and Expectations for a Peer-Mentoring Programme

Abstract

Introduction

In 2014 the “10:19” peer-mentoring service was developed in the West Midlands to support vulnerable and disengaged young people. The programme aims to promote emotional, social, and functional life skills through a one-to-one peer-mentoring programme. Mentees are referred through Youth Offending Services (YOS), psychology services and schools. Advertisements to recruit mentors were distributed to schools, colleges, YOS, local boxing gyms or youth groups, and were also published on online recruitment boards.

Design

The analysis of stakeholders’ hopes and fears for the peer-mentoring programme at the outset of the programme will inform aspects of programme delivery, help to identify areas of potential impact, explore barriers for sustainability, and address under- or over-reaching expectations. Eight stakeholders took part in one semi-structured interview each which were analysed using Thematic Analysis (TA; Braun & Clarke, 2006).

Results

Strong themes emerged across participants and were divided into three categories: Programme, Mentors and Mentees. Programme hopes and fears each had two distinct categories, (*Matching Based on Similarities, Shared Experiences or Shared Background, Meeting a Need and Participation – Getting Them and Keeping Them and Communication and Reputation* respectively). Hopes and fears for mentors each only presented one category (*Growth – Personal and Professional and Inappropriate Matches*, respectively). Stakeholders’ hopes for the mentees presented in three categories (*Physical and Emotional Support, Personal Development and Reoffending and Reengagement*) while fears for mentees only had one (*Ineffective Matches*). A range of hopes and fears were shared across the programme, mentors, and mentees, including hopes for growth and support through the programme and fear that the programme, or the participants, will not succeed.

Conclusion

Stakeholders’ expectations for the programme were, in large part, very positive and hopeful. Most stakeholders were reluctant to state any fears or negative thoughts, especially at the outset of the new programme. For the most part Stakeholders shared the very similar hopes, fears, and expectations, however internal and external stakeholder interviews had a few distinct differences. For example, internal stakeholders were concerned with ensuring that matching mentors and mentees is done to the best of their abilities while external stakeholders are concerned with the wait times for their clients to be matched).

Introduction

The Cabinet Office made a grant available in 2013 to provide vulnerable and disengaged young people with support. A psychology service in the West Midlands was one of 26 successful sites awarded funding from this grant to implement a peer-mentoring programme that targets youth offenders and young people at risk of offending as well as young people who are, for various reasons secluded, disadvantaged, or marginalized.

Youth Mentoring

Youth mentoring programmes originated in the United States with organizations such as Big Brothers/Big Sisters of America (a programme in which adults are recruited to mentor young people), which has been running for over a century (Grossman & Tierney, 1998). Grossman and Tierney's evaluation of the Big Brothers/Big Sisters scheme showed that young people with mentors exhibited lower levels of substance use, less physical aggression, more positive parent and peer relationships, and higher school attendance, competence, and achievement when compared with a control group after 18 months of participating in the programme. The increased popularity of youth mentoring programmes across the United Kingdom in the past decade can be attributed, in part, to these findings (Meier, 2008). The mandate of such programmes is to help vulnerable young people, including those who are involved in the criminal justice system or are at risk of offending as well as young people who are socially marginalized or unemployed and out of school (Meier, 2008). Meier's findings indicate that mentoring improved behavioural, social, emotional and academic development in young people. Studies have shown that mentoring is effective as a form of rehabilitation as well as prevention (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011).

Youth Offending

According to the 2012-13 report of Youth Justice Statistics, youth offending rates in the United Kingdom have been declining steadily (Ministry of Justice and Youth Justice Board for England and Wales 2014). Issuances of warnings, reprimands and conditional cautions had decreased 26% from 2010-11 to 2011-12. Penalty Notices for Disorder (issued to 16-17 year olds) and Anti-Social Behaviour Orders had decreased by 46% and 27%, respectively. However, youth offences had still contributed a significant percentage to offences in England and Wales. While 10-17 year-olds make up 11% of the population, they committed 14% of the offences.

Youth offending has damaging effects on the young people, their families, and society. According to the National Audit Office in 2010, the economic cost of youth offending in 2009 was estimated to be £8.5-£11 billion. In addition, rates of mental health problems in young people from the general population

has been estimated at 13% (girls) and 10% (boys), whereas prevalence rates for young people in the criminal justice system range from 25-81%. (Mental Health Foundation, 2002). Contact with the criminal justice system may lead to mental health problems such as stress, anxiety, depression, and social exclusion. Mental health problems can also be a predictor of reoffending (Kandel, Kessler & Margulies, 1978).

Peer-Mentoring

Peer-mentoring programmes have been implemented in a variety of ways to help underprivileged youth. Often, peer-mentoring is used as a deterrent for illegal behaviours, either with youth who are high risk as first time offenders, or of reoffending. Mentoring can take place alone or in conjunction with other services, it can be provided in accordance with the most widely implemented model (BB/BSA) or reflect relatively general (psychosocial) to more focused (instrumental) goals (DuBois, Holloway, Valentine & Cooper, 2002). Youth mentoring programmes typically recruit adult volunteers to act as mentors. However, DuBois, Portillo, Rhodes, Silverthorn & Valentine (2011) demonstrated that engaging peers as mentors in one-to-one relationships produces comparable results. Other studies have shown that matching mentors to mentees who are similar across demographic or background characteristics (age, gender, race/ethnicity, family structure, etc.) have further improved the effects of the programme (DuBois, Holloway, Valentine & Cooper, 2002). Parsons et al. (2008) demonstrated that matching based on similar hobbies or interests was not only simple, but also most effective in providing favorable outcomes when compared to matching based on demographic traits. Matches were made based on personality characteristics, sex, and hobbies and the majority of mentors and mentees felt that the matching criteria used were effective (Parsons et al., 2008).

Current Regional Peer-Mentoring Programme

Researchers from the University of Birmingham have been commissioned to provide an independent evaluation of the peer-mentoring (“10:19”) programme being provided by the West Midlands Psychology Service. The research team will conduct an evaluation of the impact of the programme on both mentees and mentors throughout their peer-mentoring journey and at the end of the programme with the collection of data across a number of variables at different time-points (Table 1). In addition to the collection of quantitative data, interviews will also be conducted with mentors, mentees and stakeholders before and after the programme. These interviews will provide a richer understanding of what the various participants hope the programme will deliver, their experience of the programme and their experience and expectations of outcome. The current study, reported here, is the analysis of stakeholders’ hopes and fears for the peer-mentoring programme at the outset of the programme.

Stakeholder hopes, fears and expectations can inform aspects of programme delivery (i.e., those that raise concerns), help to identify areas of potential impact (from the very people who have had the most contact with the young people), explore facilitators and barriers for sustainability, and address under-reaching or over-achieving expectations. The information gathered here will highlight factors that will facilitate, or hinder, the eventual impact of the programme within the specific community and the proposed participants. At the outset of the programme sustainability and impact of the programme can be identified. Follow-up interviews will be able to add merit to the impact and sustainability of the programme

Table 1. Programme Measures

| Measures | Objective |
|---|---|
| The Reynolds Adolescent Adjustment Screening Inventory (RAASI, Balkin, Miller, Ricard, Garcia, & Lancaster, 2011) | <ul style="list-style-type: none"> • Measure of overall adjustment in young people (12-19yrs) • Subscales measure Antisocial Behavior, Anger Control, Emotional Distress, and Positive Self |
| The Strengths and Difficulties Questionnaire (SDQ, Goodman, 1997) | <ul style="list-style-type: none"> • Measure of overall mental health functioning in children and young people (3-18 yrs) |
| The Resiliency Scales for Children and Adolescents (RSCA, Prince-Embury, 2007) | <ul style="list-style-type: none"> • Measure of personal strengths and resilience in children and young people (9-18 yrs) • Subscales measure Mastery, Relatedness and Emotional Reactivity |
| The Outcomes Star | <ul style="list-style-type: none"> • Measures progress towards self-reliance and personal goals |
| The Mentor Youth Alliance Scale (MYAS, Zand et al., 2009) | <ul style="list-style-type: none"> • Measure mentees' perception of relationship with their mentors. • Measure relation between mentor-mentee relationship and youth competency |
| Goal Based Outcome Rating Scale (GBOs, Law, 2013) | <ul style="list-style-type: none"> • Measures how young people feel they have progressed towards their goals throughout an intervention. |
| Session Rating Scale (SRS, Duncan et al., 2003) | <ul style="list-style-type: none"> • Will be used to measure mentees views on the therapeutic/working alliance between themselves and their mentors to determine effectiveness of the programme |

Aims of the Research

- To explore stakeholders' hopes, fears and expectations for the 10:19 peer-mentoring programme
- To explore which aspects of the peer-mentoring programme are anticipated to be the most effective.

Methods

Ethical Approval

Ethical approval for the study was granted by the University of Birmingham Human Research Ethics Committee (appendix- ethics application).

Peer-Mentoring Programme

The psychology service in the West Midlands employs a forensic team that works with young offenders across the region to provide a range of services to promote mental health and emotional well-being. It is this service that won a grant from the Cabinet Office in 2014 to support vulnerable and disengaged young people. As a result, a "10:19" peer-mentoring service was developed, targeted at the recruitment of children and young people (aged 10-19 years) who are in some way disadvantaged and vulnerable. The 10:19 Programme started running (and recruiting mentors and mentees) in June 2014. The programme aims to promote emotional, social, and functional life skills through a one-to-one peer-mentoring programme via the provision of educational, recreational and lifestyle opportunities. Mentors are used to encourage and facilitate mentees to move towards and transition to a more pro-social lifestyle. Mentors and mentees may participate in structured activities or programmes within the community or may just spend time together informally (e.g., meeting for coffee and conversation). As well as the proposed benefits of the programme for mentees, mentors are trained to work alongside qualified staff to provide their mentees with physical, social and emotional support; mentors, upon completion of a peer-mentoring programme will receive an Open College Network (OCN) Peer-Mentoring level 2 qualification. An overview of the programme is provided in table 2.

Mentees are referred to the 10:19 programme through Youth Offending Services (YOS) and psychology services. Future referrals will also be made through the schools. Advertisements to recruit mentors were distributed to schools, colleges, YOS, local boxing gyms or youth groups, and clinical psychology services and were also published on online recruitment boards. The 10:19 programme recruited a varied mix of mentors, including ex-offenders and university students. High

functioning individuals on the Autism Spectrum were also recruited because some referrals for mentees were due to arrive from the local Autism Spectrum Service.

Table 2. 10:19 Peer-Mentoring Programme Overview

| Aims & Objectives | Mentor Age | Mentee Age | Mentor/Mentee Contact | Supervisor Contact | Referral to Programme |
|---|-------------|-------------|---|--|--|
| <ul style="list-style-type: none"> • Provide one-to-one mentoring. • Support from a peer. • Improve social, emotional, and lifestyle skills. • Provide positive role models | 16-26 Years | 10-19 Years | Mentors and mentees are expected to spend 1-4 hours per week together. They are asked to commit to a minimum of 6 months with the programme | Mentors will meet fortnightly with the programme supervisor. Mentors and Mentees will participate in a monthly young people forum. | <ul style="list-style-type: none"> • Youth Offending Service • Police Services • Schools • Clinical psychology Services. |

Design

For the current evaluation, eight participants took part in one interview each, which lasted on average 30 minutes. All interviews were recorded and subsequently transcribed for analysis. Data from the participants were analysed using Thematic Analysis (TA; Braun & Clarke, 2006). Thematic Analysis is conducted in 6 stages: familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report (Braun & Clarke, 2006). TA provides a flexible framework to analyse the data and provides a detailed and complex account of the data. TA was chosen as it is applicable to research questions that go beyond the participants' experience, as our questions did (Guest, 2012).

Participants

Eight stakeholders (*Table 3*) were interviewed in their workplaces about their hopes, fears and expectations for the peer-mentoring programme. Individuals were considered stakeholders if

they worked with or lived with a young person that could be affected by the programme, if they had referred either a mentor or a mentee in to the programme, or if they worked directly with the programme. Referrals to the programme were submitted from across the region served by the Psychology Service from bodies such as Youth Offending Teams (YOT), Autism Services, schools, and local boxing gyms. Three participants are directly involved with the delivery of the programme and one participant worked within the youth forensic service that received the funding for the programme. The other four participants were external stakeholders: one participant from an Autism Service and three participants from local YOTs. Two of the YOT workers were from within the programme's region; one worked part time within the region and part time outside. All but one of the participants were female.

Table 3. Stakeholders

| Participants | | | | |
|--------------------|-----------------------|-------------------------------------|--------|-------------------|
| Participant Number | Occupation | Service | Gender | Internal/External |
| 1S | Programme Supervisor | Psychology | Male | Internal |
| 2S | Programme Supervisor | Psychology | Female | Internal |
| 3S | Programme Lead | Psychology | Female | Internal |
| 4S | Forensic Psychologist | Youth Forensic | Female | Internal |
| 5S | Clinical Psychologist | Autism | Female | External |
| 6S | Case Worker | Youth Offending | Female | External |
| 7S | Case Worker | Youth Offending - Outside of Region | Female | External |
| 8S | Case Worker | Youth Offending | Female | External |

Programme supervisors sent out emails to psychology services, the police services and Youth offending services across Staffordshire explaining the peer mentoring programme, the research being conducted, and the time required of research participants. Most interested participants contacted the researcher via email to arrange an interview. Other potential participants were contacted via phone and interested participants arranged interviews with the researcher at this time. Consent was obtained in person on the day of each participant's interview. Participants were presented with an information sheet and consent form, they were able to read through the information sheet and ask any questions at this time.

Participant information sheets (Appendix 3.1) were sent via email to twenty-five individuals who met stakeholder criteria (as listed above). Of these, ten participants agreed to

take part. However, due to time limitations, only eight individuals were able to participate in interviews. All participants were given the opportunity to ask questions prior to providing written consent (Appendix 3.2).

Interviews

A semi-structured interview schedule was developed to explore participants' expectations of the new peer-mentoring programme. Questions were designed to identify stakeholders' understanding of and feelings towards the programme as well as to gain an understanding of the anticipated effects of the programme on mentors and mentees. The questions broadly covered stakeholders' hopes and fears for the programme, the mentors, and the mentees. Questions and areas for exploration were developed from the literature and were refined in supervision (Appendix 3.3).

Interviews were conducted face-to-face on a one-to-one basis at each stakeholder's place of work throughout July 2014. Interviews took, on average, 30 minutes to complete (range: 12.5 - 34.5 minutes) and were recorded and transcribed in full for analysis. Participants were given two weeks to withdraw their data in full or to withdraw sections of data that they did not want to have included in the analysis. All participants indicated that they were happy to have their data used; no participants made contact to remove their data.

Analysis

The interview schedule was structured using 'Hopes' 'Fears' and 'Expectations' as predetermined topics and themes for analysis were based on these topics. Interview transcripts were coded and patterns were identified across the interviews following the six stages identified by Braun & Clarke (2006). Coding was implemented line-by-line and common themes were derived from emerging patterns in the codes. Codes were then clustered into sub-themes, which were again clustered into the overarching themes of 'hopes' and 'fears' for the programme, the mentors and the mentees. Identified codes and clusters of themes were discussed in supervision to ensure the analysis was coherent and themes were appropriate given the data.

Results

Strong themes emerged across participants and were divided into three categories: Programme, Mentors and Mentees. Programme hopes and fears each had two distinct themes while those for mentors presented only one category each. Stakeholders' hopes for the mentees presented in three categories while fears for mentees only had one (*see figure 1*). The 'hopes and fears' for the programme reflected participants' beliefs about how the programme will be run and

what sets the programme apart from other services. Stakeholders expressed the effect that they expected the programme to have on mentors and mentees. They also expressed their concerns about possible shortcomings of the programme and the effects that this might have on participants.



Figure 1.

Matching Based on Similarities, Shared Experiences or Shared Background

Stakeholders' hopes were centered largely on the fact that mentees would be interacting with their peers. However, there was some dissidence amongst the stakeholders as to what would or could constitute a peer. Some stakeholders stated that age was a defining feature of a peer while others said that shared experiences, understanding, and interests were more important. Importance was placed on the peer mentor not looking like a professional or other adult because there is often a barrier between professionals and young people due to the necessity for professionals to reprimand the young person and the feeling that an adult will constantly tell them what to do.

How many kids between the age of 10-19 can honestly say that they can tell their mums and dads what they are really thinking? Or a clinician, or a professional that they are forced to go and s- court ordered to go and see once a week or maybe even once a day.

-15

Stakeholders stated that, often, young people referred to the programme have difficulty engaging or interacting with parents and other adults and hoped that they may be more comfortable interacting with someone their own age. Stakeholders believe that young people of the same age often share similar interests, are in touch with the same social norms which would lead to respecting each other as equals and increased trust.

...his thing is something called coding on the- I don't know what it is- I'm a bit old. So, um, so he loves that. I don't get it- I don't understand Linux and all that stuff that he understands, so potentially another young person, [...] might get that and understand where he's coming from, whereas I don't. [...]I don't get that side of things and however hard I try I cannot be a hip sort of 15 year old.

-55

Stakeholders believed that shared interests would mean that both mentor and mentee would take part in activities thus forming a stronger relationship. Two stakeholders briefly mentioned in their interviews that gender would be considered when matching the individuals (e.g. whether

mentors/mentees would be uncomfortable or unable to engage with a male or a female mentor) but, in general, very little was said about gender. Ultimately, as participation in the programme is voluntary, it was felt that the peer-to-peer environment could provide mentees with a greater sense of autonomy.

Um, I think it is just going to be a lot more relevant to them. They will be able to do things together that they both enjoy...

-8s

Meeting a Need

All stakeholders noted that there was a void in services for vulnerable and disengaged young people, which they hoped this peer-mentoring programme would fill. Two stakeholders spoke about other programmes that are run in the county but do not suit the needs of their mentees. They mentioned, for example, buddy programmes run in the schools, which provide students with peers to work with, and local boxing gyms, whose members unofficially mentor each other. However, these programmes do not provide the structure and support which the stakeholders contend are of paramount importance to the success of the mentor-mentee relationship. One stakeholder identified that specialized programmes in the county are often too remedial for the older and higher functioning young people who are referred to the 10:19 programme.

Young people, especially the older they get, the take-up's not great, they don't really want to be sat with other people with, you know, doing 'how to say hello' they don't like it.

-5S

Males heavily dominate the population from which the mentees are being drawn for the peer-mentoring programme (Baron-Cohen, 2002 & Ministry of Justice and Youth Justice Board for England and Wales, 2014). Since the field of psychology is heavily dominated by female clinicians (Bond, 2013) it is hoped that the peer-mentoring programme connect male mentees with strong, stable male role models.

So I just think this potentially fills that gap, because psychologists tend to be women. And that's- and the young people that I'm working with..with autism tend to be boys.

-5S

All stakeholders who had referred a mentee hoped the peer-mentoring programme would enhance the support that is already provided. YOTs hoped the peer-mentoring programme would help alleviate some of their current workload and provide families with a tool for support. Having access to the programme will allow parents some respite, which can decrease stress and animosity within the family, thus improving family relationships.

Um, and I guess that- once they are up and running that's a good thing because it takes, it could take some of the pressure off of us.

-8S

I think- gives them a bit of respite maybe. Somebody for- somebody outside for them to talk about their problems with is not kind of...takes pressure off parents

-8S

Not all stakeholders agreed on mentors and the mentees matching, however, they all agreed that the matching process was important for mentees' success. None of the stakeholders gave a clear example of potential matching criteria or how it should take place. Every stakeholder believed that the programme would meet a need in the community such as: male role models, family respite and support for YOT services.

Programme – Fears

Participation – Getting Them and Keeping Them.

The largest fear identified across stakeholders concerned the ability to recruit and maintain participants in the programme. Primarily, stakeholders noted that there would be some level of attrition among the mentors. This can be attributed to the nature of a voluntary role such as this and mentors having to stop participating in the programme as a result of securing employment therefore a moderate level of attrition is expected and, therefore, planned for. However, stakeholders were aware that high levels of mentor attrition, which could be caused by dissatisfaction with the programme (e.g. long wait times for mentor-mentee matching or inappropriate matches), would be detrimental to the success of the programme.

Recruiting participants for both mentors and mentees was identified as an issue across stakeholders. Stakeholders within the programme identified concerns about continuing to receive referrals and external stakeholders echoed this concern by expressing doubts about having enough time to continue making referrals to the programme. The goal is to match youth offenders with ex-offenders and young people with ASD or social communication difficulties with individuals

who understand their needs (e.g university students). However, stakeholders identified concerns with recruiting enough participants from the population of past offenders, university students, and high functioning youth with ASD to meet the needs of the mentees.

...it's just having the time kind of to make the referrals. We have been so busy so it has been something that we have kind of really struggled to make some time for it,

-8S

Finding appropriate mentors is a challenge and even more of a challenging when you are asking people on the spectrum to do relationship type stuff.

-5S

Stakeholders were concerned that a mentor dropping out of the programme may cause mentees to blame themselves for not being able to keep the mentor interested or engaged. This may have a detrimental effect on mentee self-esteem and cause a setback in achieving goals because of their struggle with change and in forming meaningful relationships.

If a mentor does start, um, with working with a young person and then drops out because it's voluntary then that's quite an upheaval for young people who don't cope with change very well and, and take time to build relationships.

-5S

Internal stakeholders were concerned with ensuring that matching is done to the best of their abilities, which could lead to increased wait times. Lengthy waiting times for mentees may lead to drop out if the mentee is called back into custody due to further violations. Lengthy waiting times for mentors lead to losing them to another volunteering opportunity. Achieving a balance between appropriate matching and wait times were recognised as important issues at the beginning stages of the programme.

If we don't have an appropriate mentor, we won't match them.

-1S

...the problem with that one is that he's just been kind of matched with somebody and now he's in breach and he's been reca- he's been recalled to custody today. And that if it had happened a bit of a while ago that perhaps I don- I am not saying it could have been avoided but tha-but these little things kind of add up.

-8S

...keep the mentors warm while they are waiting to be matched with a young person so that we don't lose them to another scheme, or another volunteer opportunity, or you know- attrition is going to be high

-15

Concerns about the failure of specific aspects of the programme were also raised in the interviews. For example, both internal and external stakeholders raised themes of relationship breakdown, recognising that it is possible that some of the relationships will not succeed due to mentor-mentee incompatibility, whereas others may experience irreconcilable differences resulting in relationship rupture. Both external and internal staff noted that relationship breakdown would not be excessively detrimental to the programme or to the young people involved, but that it would need to be managed sensitively.

You know, there's no shame in saying 'this isn't quite achieving what we want to achieve, we aren't going to- the young person's not gonna achieve their objectives and their goals working with so-and-so mentor so let's scratch that and start again.

- 15

Communication and Reputation

Maintaining proper and open lines of communication among all parties involved (i.e., mentors, mentees, parents, stakeholders, 10:19 staff) in the programme was seen as essential to ensuring that the programme runs smoothly. A breakdown in communication was seen as a risk to the programme, including stakeholder disillusionment or relationship breakdowns, thus decreasing the programme's effectiveness, reach and impact. Management of what information is relayed among participants and how much each party is privy to was identified as an issue among internal and external stakeholders.

So, managing the communications between eum the various stakeholders, so eum our primary focus is the men- is the mentor and the mentee.

-15

Communication with mentees' parents presented a cause for concern among stakeholders. They were keenly aware that information must be shared with the mentees' parents regarding the process and progress of their children. However, they were also aware that it is important to ensure that they are correctly managing the information given to parents. Programme supervisors wanted to keep the parents abreast of the mentees' progress but not to give them so much information as to undermine the trust between the mentees and mentors.

They stated that an understanding must also be reached regarding how much information is reasonable to give to parents about the match between individual mentors and mentees. They believed that parents must be informed about the individual with whom their child will be interacting. However, it is not reasonable to believe that a full and comprehensive background will be given to each parent on the occasion of each match. This would be laborious, time consuming, and often completely unnecessary.

Internal stakeholders stressed that maintaining the reputation of the programme is essential to ensuring that it is able to continue to run as the peer-mentoring programme relies heavily on 'word-of-mouth' advertising to ensure that further mentee referrals are made and that individuals continue to volunteer as mentors. Stakeholders believe that, if current mentors feel they are not being treated well, they are likely to advise potential future volunteers not to take part. This means ensuring that parents' and stakeholders' needs are met and that their concerns are addressed in a timely manner. Stakeholders explain that the reputation of the programme can be hurt by complaints from unhappy parents as well as unhappy stakeholders.

You know, we promote it and we advocate it and we advertise it, but you know, within the teams, the agencies that we work with, word of mouth will be a massive [...] factor that leads to referrals, that leads to mentors applications, and to future funding

-15

Mentor – Hopes

Stakeholders identified expectations that the mentors would benefit from participating in the programme. They mentioned personal development and gaining qualifications for further work or volunteering experiences as well as improved life skills. However, stakeholders noted their concern that mentors may not succeed in the programme due to inappropriate matches.

Growth – Personal and Professional

Every stakeholder expressed hope that mentors' confidence levels would increase through their participation in the programme. They believed increased self-esteem will be achieved through an increased feeling of achievement at being able to help someone in need, regardless of their offence history. YOS workers claimed that, in many, cases mentors would have experienced needing support and guidance during their lives and hoped this programme will give them the opportunity to experience what it is like to be on the other side of that giving relationship. Stakeholders believe this new perspective will encourage mentors to put past issues behind them and make new connections in a more positive environment.

Um, some satisfaction I guess, that they've kind of given something back, that they can help other people, particularly if they've kind of gone through the system and they've made changes themselves.

-85

The majority of the stakeholders agreed that the ONS qualification would be important for mentors who wish to continue on with this line of work, and who want to gain work and life skills experience. They anticipated that the programme will give mentors the opportunity to gain skills and experience in the field that they are studying (psychology or social work), fulfil course requirements and give mentors some insight into future careers (i.e., further their understanding of problems that some young people face). All stakeholders agreed that volunteering is a beneficial addition to mentors' CVs and that working closely with YOT, and psychology services will provide mentors with contacts, which could lead to further volunteering or work opportunities.

But they are just opportunities to go and do things and you know, get contacts and people might think they are great for some firm and they get picked up and do other volunteer work and you know.

-25

Volunteering with the peer mentoring programme will work to further mentors' academic careers and help them to secure employment in the future by providing them with experience in the field. It will also help them to gain confidence and encourage their growth as active, positive community members.

Mentor - Fears

Inappropriate Matches

Stakeholders stated that incompatible matches might lead the mentor to feel inadequate, stressed, intimidated or distressed. These feelings will lead to a breakdown of the relationship and could undermine the confidence that stakeholders are hoping mentors will gain from their participation. One stakeholder shared a concern that an inappropriate match may lead the mentor to act negatively towards the mentee, which could have negative repercussions for the mentee's personal development.

..the mentor comes to us and says 'this kid's stressing me out, I can't deal with their behavioural issues, I can't deal with their, their, you know, they, they intimidate me'

-15

...or the mentor being really negative towards the young person

-65

Mentee - Hopes

Stakeholders shared expectations and hopes for what the programme will provide for the mentees. They expected the mentors and the programme to provide them with support and to help them develop. They also shared their concern that the programme may not be able to provide an appropriate match or would fail to engage them. Most stakeholders hoped to see happy and confident mentees emerging as a result of participating in the programme.

Physical and Emotional Support

All stakeholders hoped that the programme will provide mentees with support in their lives. Stakeholders talked about two different forms of support, physical and emotional, both of which were seen as key to providing the mentee with the best chance of success in the programme. Physical support was seen as getting the mentee out of the house, into the community, taking part in new activities, and taking part in physical activities together to help establish a bond.

Mums and dads are already starting to engage with us, engage with the mentors, to say 'he or she has been amazing for the last week; there's been none of this and none of that. They haven't sat on their XBOX for 14 hours, uh they haven't sworn at me, they haven't um hidden in cubby hole for a week. They've actually, you know, engaged and spoken and chatted and gone out on the bike and, you know, done what kids should be doing'

-15

Spending time with the mentors was seen as a way for mentees to be exposed to new activities and social circles. In addition, and particularly for those mentees with limited friendships, the physical act of being together and engaging in activities was seen as a way of providing emotional support, companionship, and opportunities to help mentees with managing their feelings and identifying a healthy output for their emotions.

What my outcomes ideally would be for those children- I guess one of them would just be [...] that they'd be able to manage their emotions better. That they feel more comfortable managing their emotions.

-55

Personal Development

A strong theme emerged across numerous stakeholders of 'fixing' the mentees; a hope that the programme would fix them or fix their lives. Stakeholders hoped that participating in the programme will increase the mentees' self-confidence, improve their emotional state and give them a new outlook on their lives. Stakeholders believed that the programme will provide the mentee with opportunities to become more responsible. Increased responsibility can lead to increased independence such as learning to take the bus without a guardian or attending local boxing gyms on his or her own. These examples of independence will continue to help the mentee throughout their lives.

But yea, just confidence as well, a lot of young people that we are working with at the minute aren't confident in their own skin and the things they do, the people they hang about with.

-65

Stakeholders also hoped that mentors will encourage their mentees to become more active around the community and that this will decrease anti-social behaviours. An increased community presence was seen as one way in which to instill a set of morals and values in mentees, in turn improving the way the community as a whole views the young person. It is possible that youth at risk who see mentees' positive progress through the programme could be inspired to do better as well.

Um, they might start to go into avenues, as in getting into jobs and you know being more, you know, more caring about the community because they are starting to learn about it.

-45

..might tell them that I used to be a service user, so when I tell them I was a service user it helps them to see 'well actually this service does work, so maybe I can become as strong as they have' and it- just that roll-on effect

-75

Reoffending and Reengagement

All stakeholders hoped that mentees would want to actively be a part of the programme so they succeed at reaching the goals they'll set at the beginning of the programme. Stakeholders mentioned that seeing a decrease in reoffending as well as a reengagement with the community and in school would be an idyllic outcome. However, although stakeholders each mention these as being their hopes for the outcome of the study, four of the stakeholders (all external) stated that it was unlikely that the programme would be able to reach goals of this magnitude.

Um, if it's the case that they've got the mentors and the mentees and they are all working together then that might prevent more crimes from happening. You're never going to stop it but if you can reduce it some

-7S

Um, suppose personally, for me- for the children- young people I'm thinking of would be that they'd back be in school. But that is a tricky one, you know, there are lots of reasons why these, these young people aren't at school

-5S

Mentee - Fears

Ineffective Matches

Stakeholders noted that problems could arise from the matching process. There was a worry that inappropriate feelings could develop from mentee to mentor, or that a mentee could harbour negative feelings towards his or her mentor.

Um, young person being really negative uh, about seeing their mentor. Failing to attend appointments with them.

-6S

If the matching process does not meet the expectations of a mentee who was excited to be part of the programme it could result in disillusionment with the programme and possibly a break down in the mentee-YOT relationship.

...broke down the relationship with us as well because we were the ones that spoke to him about the programme and of course it didn't work for them but they were looking forward to it

-6S

Often there is a stigma attached to having a mentor and stakeholders worried that this may cause mentees not to want to be part of the programme, thus not engaging with their mentors.

...you are talking about people who perhaps are 13, 14 and the stigma attached to having a role model or, or a mentor to them. Might not- they might not be familiar with what a mentor actually is.

-45

There was also a concern that mentees may be part of the programme for inappropriate reasons (e.g. being treated to food/drink).

figuring out what's the most they can get out of it sort of thing, and then you can get in for that reason and not really engaging in the process.

-85

Stakeholders identified hopes, fears, and expectation for the programme, mentors and mentees. Matching issues were identified as a fear for both mentors and mentees as it is believed that an ineffective match could lead to attrition and decreased effectiveness of the programme. Stakeholders hoped that mentors would expand their personal and professional lives through their participation in the programme. They hoped that mentees would receive support from their mentors in the form of companionship. Primarily, stakeholders hoped that mentors would develop into better-adjusted young people and to a lesser extent they hoped reoffending would decrease and mentees would reengage with school, family and the community. Stakeholders expected that the programme would provide stable peer relationships and meet a need in the community to support vulnerable young people. However, they shared concerns about the ability to recruit and maintain volunteers and maintain open lines of communication in order to maintain the reputation of the programme.

Discussion

A range of hopes and fears were shared that span the programme, mentors, and mentees, including hopes for growth and support through the programme and fear that the programme or the participants will not be successful. Stakeholders agreed that matching the mentors and mentees properly would be important for mentee success in the programme. Many different

characteristics on which to match the mentors and mentees were suggested such as age, shared background and shared interests. A core element of a successful match, however achieved, is that the mentor is not and does not have the appearance of a 'professional'. Two of the stakeholders (internal) believed it is most important that the mentor does not have the appearance of a professional. There was no explicit mention of the matching process. Stakeholders expressed their excitement for the programme to fill a void in services in the local community. Recruiting and maintaining participants was a concern for stakeholders, with drop outs expected and wait times for matching taking perhaps longer than expected or desired. The importance of good, clear communication was expressed by stakeholders and linked to maintaining the reputation of the programme as word-of-mouth is expected to play a large role in recruitment. Stakeholders stated that it was important to identify which parties (mentors, mentees, parents, YOT, Police Services) need to be informed of the progress of the mentor and the mentee.

The stakeholders identified many expectations for the mentors in the programme and few concerns, which contrasts with past studies that have focused strictly on mentees (Dubois, Holloway, Valentine & Cooper, 2002; DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011; Grossman & Tierney, 1998 and Meier, 2008). Mentors are expected to develop personally and professionally through participating in the programme. It is hoped that they will gain confidence and perspective on their past troubles or their lives as well as gaining experience for school and work and opening up possibilities for new volunteering opportunities. Stakeholders mentioned a concern with the appropriateness of the matches. Mentors may feel stressed, intimidated, distressed or inadequate if their mentees are too difficult to engage or work with. Although there is an online safeguarding course and a training day that must be completed prior to being matched with a mentee, not much is shared in the interviews about how the programme will support the mentors if they are having difficulties working with their mentees (other than the support of project supervisors in fortnightly supervisions, which was only mentioned by the two project supervisors). Screening, training, establishing expectations and guidelines and providing ongoing support have been established as important consensus guidelines in the field (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011).

Offenders and individuals with ASD can both be difficult populations to work with and it is important that the programme supervisors keep in mind that the mentors themselves are young people who may not be well equipped to deal with problems that do arise (e.g., if the mentee becomes aggressive or overly anxious in the community, etc.). It is also important that, although supervisors want the programme to be as inclusive as possible, they should ensure that they are able to effectively screen mentees. It is important for the wellbeing of the mentee as well as the

mentor that mentees who will be too difficult for young people to work with are not accepted into the programme.

All stakeholders expressed excitement at the opportunity the peer-mentoring programme can provide for young people in the community. It was expected that mentors would provide mentees with physical and emotional support. There is a large focus on the mentors encouraging mentees to get out of the house and participate in physical activities and on being good role models for mentees to spend time with. It is surprising that not all stakeholders mentioned providing emotional support by giving mentees someone to talk to and confide in and those who did only mentioned it very briefly. It is hoped that regular contact with a mentors will boost a mentees' confidence, help them develop tools to manage emotions, increase engagement with school, parents, YOT and the community and, ideally, decrease reoffending. Interestingly, however, all four external stakeholders qualified their hopes for increased school attendance and decreased reoffending with a perspective that it was not likely that the mentees would reach those goals in the course of the peer-mentoring programme. It is possible that these subdued hopes for mentees may be inadvertently communicated to them, which may lower mentees' expectations of the programme and affect the overall results. Finally, stakeholders were concerned that mentee-mentor relationships may fail if mentees develop inappropriate feelings, don't want to participate in the programme due to a stigma related to having a mentor, or participate solely to get something of monetary value from the programme (e.g. getting dinner paid for).

Programme supervisors want for the programme to be as inclusive as possible; they are accepting referrals from YOTs, Autism services and schools. They aim to provide youth offenders, people with ASD, and socially marginalized young people with a peer to spend time with. Although endeavouring to expand their service to include as many people as possible is commendable, this may begin to infringe on providing the service that they originally planned to provide. Finding peers for individuals with ASD may be very difficult, for example. At the time of conducting the interviews, a match had been made between two individuals on the spectrum that it was hoped would be very promising. However, the relationship broke down several weeks later. With the difficulty recruiting peers to work with their mentees currently two mentors who are over the stipulated age limit to participate (26 years) have been accepted to the programme. Internal stakeholders contend that shared experience and similar age can both make someone suitable as a peer. External stakeholders, however, place most of their belief in the success of the relationships wherein the mentor and the mentee are of a similar age.

Clinical implications

Given that these interviews were conducted at the outset of the programme, we have gained valuable insight that will be applied to the current programme to increase its success. This study highlights the importance of the matching process to ensure that the mentor-mentee relationship is successful. Very little research identifies clearly the matching process used, however Parson et al.'s (2008) pilot study demonstrated that matches based on hobbies and common interests were more effective than matches based on common characteristics. When delivering the programme, it will be important for the programme supervisors to follow theory-based and empirically based "best practices" (DuBois, Holloway, Valentine & Cooper, 2002). It is also important that internal stakeholders ensure that their expectations of the programme are realistic as the literature shows that effects of participation in a mentoring programme are moderate (DuBois, Holloway, Valentine & Cooper, 2002). Certain aspects of the programme may not succeed (e.g. participant retention or mentor/mentee pairing) and it is important that stakeholders realise that, if this is the case, some breakdown of the programme is to be expected and will not necessarily undermine the ultimate success of the programme. Programme supervisors should focus on the little successes of the programme (e.g. a mentee wanting to participate, mentors and mentees showing up to meetings), as this will decrease the pressure for everyone involved, including mentors and mentees.

As this is part of a larger study of the peer-mentoring programme, the success or failure of this peer-mentoring programme will affect future programmes. A successful, sustainable programme may support the development of similar peer mentoring programmes being introduced across the country. The failure of the programme will inform areas of concern. Future programmes can learn from these and address the issues to create a more successful programme in the future.

Limitations

Although there was a range of stakeholders who were able to participate in the interviews the voices of some important stakeholders are missing. Parents were invited to participate in the interviews; only one parent consented for the interviewer to contact her but did not consent to participate. These interviews would have given an insight into more personal expectations and concerns for their children participating in the programme as mentors or mentees. Parents would also have provided insights into the programme from a non-professional point of view. All of the other participants currently are working, are familiar with vulnerable young people, and are aware

of the service available for them (or lack thereof). Due to time constraints and busy schedules, no members of the regional police service were able to participate in an interview. Police services could provide more general insight into the effectiveness of the programme. As they don't tend to work one-to-one with youth offenders in the way that YOT caseworkers do, they could provide an overarching view of the programme. Police officers would be exposed to the number of young people that re-offend and the frequency with which they do so. This could give them a less optimistic outlook on the chance of the programme succeeding in reducing offending.

There is a large imbalance in responses regarding stakeholders' hopes versus their fears. Stakeholders were far more willing to talk about their hopes and expectations for the peer-mentoring programme than their concerns about it. Aside from the programme supervisors, all other stakeholders were asked several times about concerns before they would share them. Stakeholders said that they didn't have concerns, that the programme was too new for concerns or that any concerns that they did have had already been addressed. When concerns were raised in the interviews, the majority of the stakeholders added that their concerns could easily be addressed, or that they were not of particular importance to the overall programme. Other stakeholders said that they hadn't thought about or didn't want to think about possible problems with the programme. The attempt to downplay any issues so the peer-mentoring programme looks good might risk impeding its development or the development of future mentoring programmes.

Some of the interviews included in this study were very short. This was often due to very busy and hectic schedules of participants. However, in one case the interview was short as the participant had not been very familiar with the programme and had not developed any strong feelings about the programme. These interviews were included in the analysis because they give information on the mindset of stakeholders (they are busy, hopeful, and want this programme to be sustainable)

Future Directions

As this study is part of a larger programme evaluation, a follow-up will be conducted with stakeholders as the programme progresses. Most of the literature has focussed on outcomes and benefits for mentees but stakeholders were all easily able to identify the benefits for mentors. Future research could continue to examine the effects and benefits of participation for mentors. Stakeholders will also, hopefully, have more insight into the programme and be able to identify what aspects of the programme are successful and what aspects are not. There is an opportunity for more concerns to arise as the programme continues to take shape and becomes established.

Progress made by mentees and mentors will be recorded throughout the evaluation process. This information can then be compared with stakeholders' expectations of the programme. Any discrepancies will inform future programmes which areas to focus on. Hopefully as the peer-mentoring programme progresses, programme supervisors' expectations will become more realistic.

This study, having examined the aspects of the new 10:19 programme that stakeholders believe are most important for the success of the programme, will inform future studies, as currently there is a gap in the literature where stakeholder opinion is concerned. Having information on stakeholders', mentors', and mentees' feelings about the peer-mentoring programme along with outcome measures will help in the construction of future mentoring programmes. New programmes can address the problems that arose in the implementation of this programme and utilize aspects of the programme that were successful.

Appendices:

Appendices to Chapter 1

| Author | Article | Programme | No. of Sessions | Session Length (hr) | Programme Length (wks) | No. of Participants | Facilitators | Participant IQ | Follow Up | Drop out |
|------------------------------------|--|------------------|-----------------|---------------------|------------------------|---------------------|------------------------------|-------------------|---------------|----------|
| Ailey, Friese, Nezu, Arther (2012) | Modifying a social problem-solving program with the input of individuals with intellectual disabilities and their staff | STEPS (modified) | 6-9 | 1 | 6-9 | 12 | Facilitator Support Staff | 50-75 | 3-4 weeks | 0 |
| Langdon et al., (2013) | An evaluation of the EQUIP treatment programme with men who have intellectual or other developmental disabilities | EQUIP (modified) | 48 | 1 | 12 | 7 | 2 Clin Psych Support Staff | 65-111 (With ASD) | N/A | 0 |
| Liberman, (2007) | Dissemination and adoption of social skills training: Social validation of an evidence-based treatment for the mentally disabled | SILS | -- | -- | -- | -- | -- | >70 | -- | -- |
| Lindsay, (2009) | Adaptations and developments in treatment programmes for offenders with developmental disabilities | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Lindsay, (2011) | Assessment and Treatment of social problem solving in offenders with intellectual disability. | SPORT | 15 | 1-1.5 | 12-15 | 10 | 2 Facilitators | 58-73 | 6 or 4 months | 0 |

Appendices to Chapter 3



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10:19 AM
Stakeholder

Information Sheet

You are invited to participate in a study that aims to explore the hopes, fears and expectations for the 10:19 Peer Mentoring Programme being run by [...] (Psychology Services). The University of Birmingham is involved in helping to evaluate the Peer Mentoring Programme. We are hoping to hear the views of a variety of local professional stakeholders.

What does participation involve?

Participation in the study is entirely voluntary. If you choose to take part you will be asked to participate in an interview with Clare Shanahan Somerville which should take no more than an hour of your time. Within the interview you will have a chance to discuss your understanding of the Peer Mentoring Programme and your hopes, fears and expectations of it. You may decline to answer any questions presented during the study if you wish to do so. The interviews will be recorded and transcribed for analysis.

At the end of the project (April / May 2015) we will contact you again to request that you consider undertaking a follow-up interview exploring your experiences of the project once it has been delivered.

Can I change my mind?

After the interview has been completed the researcher will check to see if you would like to remove any information from your interview. The interview will be transcribed and you may request a copy of this transcript, which will be posted to you if you so choose. Further, if you choose to withdraw from the programme you may do so up to 2 weeks after giving the interview and/or 2 weeks after looking over the transcript of the interview (either at the beginning or end of the project), at which point your interview data can be erased.

Confidentiality and data storage

The information that you provide will remain confidential your name will not be included or in any other way associated with the data as a pseudonym will be employed. Some quotes may be extracted in the presentation of the data with the use of a pseudonym. If there is anything you

wish to remove from the interview you may do this up to 2 weeks after the interview or 2 weeks after receiving the transcription.

In the case of the disclosure of a safety risk for yourself or others the information provided will be shared with the principal investigators. If it is deemed appropriate the suitable services will also be contacted and you will be kept informed throughout.

Data collected during this study will be retained in a locked cabinet within for the duration of the study. After the study is completed the files will be held in a locked office in the University of Birmingham's Psychology building. All electronic data will be held on password protected and encrypted devices. Only researchers associated with this study will have access to this data.

What are the risks and benefits of participating?

The researchers intend to publish the results of this evaluation and it is hoped that the information gathered in these interviews will help to inform the development of the 10:19PM programme as well as the implementation of future programmes.

There are no identified risks to participation but should you feel uncomfortable about your involvement in the project in any way you have the right to withdraw as outlined above.

Ethical approval

This study has been reviewed and received ethics clearance through the University of Birmingham's Research Ethics Committee.

Contacting us

Thank you for your consideration of participating in this project. The 10:19PM team will be in touch in the near future to ask if you are willing for them to pass your contact details to the research team. Alternatively, if you are happy to do so you are welcome to contact us directly at the University of Birmingham (details below). We can discuss any queries and set up a suitable time to collect written consent and to conduct the interview.

If you have any questions or concerns about participating in this study please contact the research team at the University of Birmingham. Our contact information can be found at the bottom of this information sheet.

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UNIVERSITY OF
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10:19 AM

CONSENT FORM

10:19 Peer Mentoring Stakeholder Evaluation Project

Please initial

I confirm that I have read the information sheet for the above study, ☐
understand what the project involves and have had the opportunity to have
any questions about the study answered to my satisfaction.

I understand that I may withdraw from the project at any time, up to 2 weeks ☐
after the interview and/or two weeks after receiving the transcript, without
penalty, by notifying the researcher.

I agree to participate in this study being conducted by Clare Shanahan ☐
Somerville under the supervision of Dr. Gary Urquhart Law and Dr. Ruth
Butterworth of the Department of Psychology, University of Birmingham.

I also give my consent for the research team to contact me towards the end ☐
of the project (Spring/Summer 2015) to ask me to consider participating
in a follow-up interview looking at the project outcomes. I understand that
my decision about whether to participate at this point will again be entirely
voluntary.

I understand that this project has been reviewed by, and received Ethical ☐
Approval through the University of Birmingham's Research Ethics Committee,
and that I may contact this board if I have any concerns or comments
resulting from my involvement in the study.

Signed:

Participant

Person

obtaining consent

Signature:

Name (Block Caps):

Date:

Appendix 3.3

Stakeholder Semi-Structured Interview Schedule

- > Introduction of self and relationship to University.
- >What's your understanding of the 10:19 Peer Mentoring programme?
- >What are your expectations of what the Peer Mentoring programme will do?
what will it do/how will it help)
- > What do you hope the PM programme will provide for the participants? (or mentors, mentees, services)
- >What sense do you have as the potential benefits of the PM programme? (mentees, mentors, agencies)
- >What concerns, if any, do you have about the PM programme?
- > What do you hope will be the results/outcomes of the programme? What would tell you that the PM programme has been successful? What would be the signs that it has not worked?
- > Thank you for your participation and time.
- > Is there anything that you have said during the course of this interview that you would like to remove from the analysis?

Appendix 3.4

Table of Themes

| | Programme | Participants | |
|-------|---|---|--|
| | | Mentors | Mentees |
| Hopes | <ul style="list-style-type: none"> • Non-professional/Non-adult <ul style="list-style-type: none"> ○ Suit and tie ○ Tell you what to do ○ Barrier ○ Don't engage with adults ○ Already so many professionals ○ Can't talk to mum/dad ○ Forced to see professional • Vulnerable youth <ul style="list-style-type: none"> ○ Disadvantaged youth ○ Don't engage ○ Bullied ○ At risk to offend • Fill a void • Another tool/channel of support <ul style="list-style-type: none"> ○ Bolster their work • Peer-to-peer <ul style="list-style-type: none"> ○ Someone relatable (even if older) ○ Offender- previous offender ○ ASD- understanding of ASD ○ Same background ○ ASD-ASD ○ Be themselves ○ Young –closer in age ○ In touch with same stuff ○ More relevant ○ Gender is considered • Support | <ul style="list-style-type: none"> • Qualifications <ul style="list-style-type: none"> ○ OCN ○ Training events/workshop (3S) ○ Can go on for further qualifications (4S) • Academic <ul style="list-style-type: none"> ○ Fulfill course criteria ○ Further qualifications (non-uni) ○ Gain skills ○ Experience in the field • Work <ul style="list-style-type: none"> ○ Add to CV ○ Increase skill set in area ○ Lead to opportunities in the field ○ Contacts ○ Need volunteer experience for work now (4S) • Personal development <ul style="list-style-type: none"> ○ Giving back to the community ○ Confidence/self-esteem ○ Satisfaction (helping) ○ Learning from the process ○ Experience being on the other side of helping relationship ○ Perspective on their progress (3S) ○ Feeling of achievement | <ul style="list-style-type: none"> • Get out of the house • Positive environment • Reach their goals <ul style="list-style-type: none"> ○ Case-by-case ○ Have to want to be a part of the programme to get the benefits (4S) • Reoffending • Reengaging <ul style="list-style-type: none"> ○ Back to school ○ More opportunities in the community ○ New opportunities ○ Engaging with someone- anyone • Personal Development <ul style="list-style-type: none"> ○ Self-confidence/self-esteem ○ Develop social skills ○ More responsible ○ Better emotional state ○ Independence – lifelong help ○ New outlook on their life ○ Hope for 'fixing' their life (3S) ○ More community awareness (4S) ○ Values and morals • Fix them ('some of these kids are just broken' 1S) • Physical support |

| | | | |
|--|--|---|---|
| | <ul style="list-style-type: none"> ○ Guidance ○ Give them some grounding ○ Role model ○ Show right and wrong ○ Demonstrate a better lifestyle ● Therapeutic (1S) ● Early intervention (3S) ● Intervention (3S) ● Meet counsel objectives <ul style="list-style-type: none"> ○ Numbers ○ Positive outcomes ○ Rigorous testing – leads to more productive programme ○ More funding ○ Identify and address any issues ○ Apply for further 12 months ○ Successful measure of programme ○ Future funding ● Impact the field <ul style="list-style-type: none"> ○ Long-term ○ Prove it works ○ Add to data ○ Lead to more projects developing ○ Mid-Psych leading the way ○ Established programme ● Semi-professional relationship <ul style="list-style-type: none"> ○ Barriers ● Work with: <ul style="list-style-type: none"> ○ Boxing gyms ○ YOT ○ Troubled families team ○ PPT | <ul style="list-style-type: none"> ● Experience <ul style="list-style-type: none"> ○ Troubled youth ○ Opportunities they wouldn't normally get. ○ Work experience ○ Organization skills ○ Get out and socialize ● Further volunteer opportunities ● Stay with the programme <ul style="list-style-type: none"> ○ Enjoy the programme ● Continue to apply to work with them ● Happy | <ul style="list-style-type: none"> ○ Companionship ○ Get out for activities ○ Someone different from the usual ○ Do things they didn't think they could ○ Forum days (4S) ● Emotional support <ul style="list-style-type: none"> ○ Someone to talk to ○ New outlook on issues ● Physical change <ul style="list-style-type: none"> ○ Happy ○ Hiding in a cubby/Xbox 14 hrs ○ Acting like other kids ● Become mentors <ul style="list-style-type: none"> ○ Value the service ○ Adds confidence ● Happy parents <ul style="list-style-type: none"> ○ Engaging ○ Self- confidence ○ Motivation ○ Respite ○ Help a challenging relationship. |
|--|--|---|---|

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • Increased work hours (2S) • Expand the programme | | |
|--|---|--|--|

| | | | |
|-------|---|--|--|
| Fears | <ul style="list-style-type: none"> • Untried/Untested • Just starting up <ul style="list-style-type: none"> ○ Learning curve ○ Hurdles ○ Mistakes ○ Had to get off the ground quickly • Counsel goals <ul style="list-style-type: none"> ○ Funding (have to stop programme without) ○ Recruitment # ○ Send in reports ○ How will failure be perceived? • Communication <ul style="list-style-type: none"> ○ Reputation needs to be protected ○ Word-of-mouth for business ○ Managing communications between all parties ○ Who is told what and when ○ Managing information for parents • High Attrition • Fewer referrals • Getting new mentor applications (4S) <ul style="list-style-type: none"> ○ Ex-offenders are difficult • Wait time <ul style="list-style-type: none"> ○ Lose to another scheme ○ Getting bored ○ Application issues ○ Mentees waiting for appropriate match to come • Relationship breakdown <ul style="list-style-type: none"> ○ No problem – start again ○ Fallouts ○ Information is disclosed improperly | <ul style="list-style-type: none"> • Can't deal <ul style="list-style-type: none"> ○ Too stressful ○ Incompatible match • Attrition • Lack of applications • Wait time is frustrating • Disappointing them | <ul style="list-style-type: none"> • Parents don't like the match • Inappropriate feelings • Miserable kids • Increased problem behaviors • Not Engaging • Mentors stop showing up <ul style="list-style-type: none"> ○ Mentee blame themselves • Don't want to be involved (4S) <ul style="list-style-type: none"> ○ Longer to engage ○ Stigma of having a mentor |
|-------|---|--|--|

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • Reputation <ul style="list-style-type: none"> ○ Complaints/unhappy parents ○ Unhappy stakeholders • People running it are new to the field (2S only) <ul style="list-style-type: none"> ○ Lots to learn ○ Unfamiliar with 'rules' ○ Unsure of needs of participants with ASD ○ Issues they don't know to plan for. ○ Miss something out ○ Might need a little more support/supervision. • Very little time to get all the work done (2S) <ul style="list-style-type: none"> ○ Don't want to disappoint • Managing mentoring relationship • Consistency in MidPsych staff (4S) | | |
|--|---|--|--|

| |
|--|
| <p style="text-align: center;">UNIVERSITY OF BIRMINGHAM APPLICATION FOR ETHICAL REVIEW</p> |
|--|

Who should use this form:

This form is to be completed by PIs or supervisors (for PGR student research) who have completed the University of Birmingham's Ethical Review of Research Self Assessment Form (SAF) and have decided that further ethical review and approval is required before the commencement of a given Research Project.

Please be aware that all new research projects undertaken by postgraduate research (PGR) students first registered as from 1st September 2008 will be subject to the University's Ethical Review Process. PGR students first registered before 1st September 2008 should refer to their Department/School/College for further advice.

Researchers in the following categories are to use this form:

1. The project is to be conducted by:
 - staff of the University of Birmingham; or
 - a research postgraduate student enrolled at the University of Birmingham (to be completed by the student's supervisor);
2. The project is to be conducted at the University of Birmingham by visiting researchers.

Students undertaking undergraduate projects and taught postgraduates should refer to their Department/School for advice.

NOTES:

- Answers to questions must be entered in the space provided.
- An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: aer-ethics@contacts.bham.ac.uk. Please **do not** submit paper copies.
- If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please it in a separate file, clearly marked and attached to the submission email.
- If you have any queries about the form, please address them to the [Research Ethics Team](#).

| |
|--|
| <p><input checked="" type="checkbox"/> Before submitting, please tick this box to confirm that you have consulted and understood the following information and guidance and that you have taken it into</p> |
|--|

account when completing your application:

- The information and guidance provided on the University's ethics webpages (<https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-of-Research.aspx>)
- The University's Code of Practice for Research (http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf)

| | |
|--|--|
| UNIVERSITY OF BIRMINGHAM APPLICATION FOR ETHICAL REVIEW | OFFICE USE ONLY: Application No: Date Received: |
|--|--|

1. TITLE OF PROJECT

Hopes, fears and expectations of mentors and stakeholders in a peer mentoring programme
ERN_14-0470

2. THIS PROJECT IS:

University of Birmingham Staff Research project ☐
 University of Birmingham Postgraduate Research (PGR) Student project ☒

3. INVESTIGATORS

a) PLEASE GIVE DETAILS OF THE PRINCIPAL INVESTIGATORS OR SUPERVISORS (FOR PGR STUDENT PROJECTS)

| | |
|--|--|
| Name: Title / first name / family | Dr. Garv Urquhart Law |
| Highest qualification & position held: | Senior Academic Tutor/Lecturer, Clinical |
| School/Department | Psychology |
| Telephone: | |
| Email address: | |

| | |
|--|---------------------------------------|
| Name: Title / first name / family | Dr. Ruth Butterworth |
| Highest qualification & position held: | Academic Tutor, Clinical Psychologist |
| School/Department | Psychology |
| Telephone: | |
| Email address: | |

b) In the case of PGR student projects, please give details of the student

| | | | |
|-----------------------|--------------------------|-------------|--|
| Name of student: | Clare Shanahan | Student No: | |
| Course of study: | MRes Clinical Psychology | Email | |
| Principal supervisor: | Dr Garv Law | | |

Date:

4. ESTIMATED START OF PROJECT

ESTIMATED END OF PROJECT

Date:

5. FUNDING

List the funding sources (including internal sources) and give the status of each source.

| | |
|---|---|
| <i>Section 1.02 Funding Body</i> | (a) <i>Approved/Pending /To be submitted</i> |
| Evaluation is being subcontracted to the University of Birmingham from has a Cabinet Office Grant and the current evaluation (proposed here) is one part of an overall evaluation. | Approved. |

If applicable, please identify date within which the funding body requires acceptance of award:

Date:

If the funding body requires ethical review of the research proposal at application for funding please provide date of deadline for funding application:

Date:

6. SUMMARY OF PROJECT

Describe the purpose, background rationale for the proposed project, as well as the hypotheses/research questions to be examined and expected outcomes. This description should be in everyday language that is free from jargon. Please explain any technical terms or discipline-specific phrases.

Purpose:

Past research has shown that Peer Mentoring Programmes (PMP) are effective in reducing reoffending of youth with a background of environmental risks and disadvantages and are considered at risk (DuBois, Holloway, Valentine & Cooper, 2002; Freedman, 1992; Hamilton & Hamilton, 1992). These results have been proven to hold true with youth varying in demographic and background characteristics (DuBois, Holloway, Valentine & Cooper, 2002). However, only a minority of studies include follow-up assessments or indeed include data on the benefits of mentoring that extend beyond the end of the programme (DuBois, Holloway, Valentine & Cooper, 2002). The research illustrates that, for investments to yield optimal returns, there is a need for policy to be directed toward several critical areas of concern: (a) ensuring adherence to core practices (e.g., screening and training of mentors) that both research and common sense dictate to be essential elements of program quality, (b) facilitating ongoing refinement and strengthening of programs using the available evidence as a guide, and (c) fostering stronger collaborations between practitioners and researchers as a framework for evidence-driven dissemination and growth within the field (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011). This will be done within this study by gaining an understanding from mentors and stakeholders of which aspects of the programme are working and which aspects may be changed in the development of future programmes.

This evaluation project aims to explore the perceived strengths, weaknesses and experiences of a PMP from the point of view of peer mentoring mentors (young people aged 17-26) and various agency stakeholders (e.g., Youth Offending Service staff, Police). The PMP is being delivered by an external agency,

. The Cabinet Office, through their Vulnerable and Disengaged Young People Fund, provides the funding for the delivery of the programme and the current evaluation. This overall PMP is being evaluated in several different ways, and the proposal detailed here relates to the element incorporating the **peer mentors and the stakeholder groups**. [All other aspects of the programme have been submitted as a separate application: 'Evaluation of a peer mentoring programme for young offenders' ERN_14-0504].

We aim to explore the mentors' experiences of their PMP training, their hopes and fears of partaking in the programme, and elements of their own professional and personal development in role. For the stakeholder group, we aim to explore their hopes and fears for the PMP and their expectations of impact. We will also investigate, at follow-up, the impact that the programme has had on the mentors' personal and professional development. With the stakeholders group follow-up interviews will explore their beliefs on the sustainability of the project and the merits of sustaining it. This evaluation seeks to go beyond a simple input-output model of evaluation by exploring the experiences of those responsible for delivery and the wider service-related contexts.

Rationale:

- (1) To explore the expectations and hopes of peer mentors, and the perceived effect and value of the training they will receive to establish them in the peer-mentoring role. The identification of training strengths and limitations (as well as factors facilitative to and hindering of the peer mentoring role) will be helpful for the development and delivery of future PMPs. Most evaluations of peer mentoring have explored the outcomes for those in receipt of peer mentoring (i.e., the peer mentees), with a dearth of research exploring the experiences of those delivering peer mentoring. Follow-up interviews will address this gap in research.
- (2) In exploring the expectations and hopes of various stakeholders involved in the PMP, factors facilitative to and hindering of eventual impact within the geographical context and sustainability of the programme/impacts can be identified. Follow-up interviews will give perspective to the impact of the programme and the merits of sustaining such a programme.

Research Questions:

What do the Mentors and Stakeholders understand about the programme, and what do they wish to see happen through the programme and as a result of the programme? What have the mentors gained from being a part of the programme, what was successful and what was not in their opinion? What do the mentors think and feel about their PMP training and what are their hopes, fears and expectations of the PMP? Has the PMP had the effect they expected it to, what did they like and what would they like to see changed?

Expected Outcomes:

- (1) Identification of the PMP training and PMP's strengths and limitations.
- (2) Identification of the hopes, fears and expectations of the Peer Mentors.
- (3) Identification of gains and experiences of the Peer Mentor.
- (4) Identification of the hopes, fears and expectations of various stakeholder agencies in regard to the PMP.
- (5) Identification of factors likely to be facilitative of on-going impact and sustainability and threats thereto.

The range of expected outcomes will allow us to tailor the training for future mentors to ensure they feel secure in their role with their mentees. Stakeholders will provide insights into what they wish to see as a result of the programme and their perceived success of the programme, which may lead to updating the programme and to the identification of factors likely to facilitate or hinder on-going impact and sustainability. Mentors will provide insight into what they gained from the programme or struggled with.

7. CONDUCT OF PROJECT**Please give a description of the research methodology that will be used**

This phase of the PMP evaluation is a qualitative study, exploring the views of PMP Mentors and Stakeholders at the beginning of the PMP and at the end of the PMP. Data will be analysed both cross-sectionally and longitudinally.

Young People (aged 17-26) who have chosen to be part of the peer-mentoring programme () will be asked if they would like to participate in an evaluation of the programme and, as such, provide feedback on (1) their experience of the training they will have received (), (2) expectations for the programme, and (3) at follow-up (end of programme), their experience of the PMP. Upon completion of the peer-mentoring programme training (i.e., at the outset to their peer mentoring) they will participate in individual interviews with a researcher from the University of Birmingham. They will also participate in individual interviews upon completion of the PMP. These interviews will be recorded and transcribed for analysis. Stakeholders will also be interviewed at the beginning and after the conclusion of the peer-mentoring programme.

Themes will be extracted from interview transcripts and will be compared to the wider literature. Dependent on the length and depth of the interviews, it is likely that Thematic Analysis (Braun & Clarke, 2006) will be the chosen methodology for analysis.

8. DOES THE PROJECT INVOLVE PARTICIPATION OF PEOPLE OTHER THAN THE RESEARCHERS AND SUPERVISORS?

Yes ☒ No ☐

Note: "Participation" includes both active participation (such as when participants take part in an interview) and cases where participants take part in the study without their knowledge and consent at the time (for example, in crowd behaviour research).

9. PARTICIPANTS AS THE SUBJECTS OF THE RESEARCH

Describe the number of participants and important characteristics (such as age, gender, location, affiliation, level of fitness, intellectual ability etc.). Specify any inclusion/exclusion criteria to be used.

- (1) **Peer Mentors:** These will be Young People (aged 17-23) to be part of the PMP. aiming to recruit 50x mentors in total and to train them in the Peer Mentoring role. Peer Mentors will be both males and females and will be deemed suitable for the Peer Mentoring role. Mentors will be recruited from the geographical area of via a variety of online, paper, and purposive sampling recruitment methods (). For the research evaluation of the PMP, all Peer Mentors who have been deemed suitable to fulfil the Peer Mentoring role () will be approached to see if they are interested in taking part in the research. Peer Mentors will be under no obligation to take part in the research and deciding NOT to take part in the research evaluation will NOT stop their continuing involvement in Peer Mentoring .
- (2) **Stakeholders:** These will be individuals, identified through purposive sampling, who either have an existing association with the Peer Mentoring Programme (e.g., Youth Offending Service) or who are likely to experience the impact of the Peer Mentoring Programme (e.g., Police, Education). Relevant agencies will be identified via the Peer Mentoring Programme Steering Group. All individuals approached to take part in an individual interview will be adults and professionals in their relevant agencies. Stakeholders will be recruited from the same geographical location as the Peer Mentors – . This evaluation seeks to explore the views of between 8-10 individual stakeholders at the beginning and end of the programme.
-

10. RECRUITMENT

Please state clearly how the participants will be identified, approached and recruited. Include any relationship between the investigator(s) and participant(s) (e.g. instructor-student).

Note: Attach a copy of any poster(s), advertisement(s) or letter(s) to be used for recruitment.

- (1) **Peer Mentors:** Information about involvement in the research evaluation of the Peer Mentoring Programme will be provided to potential participants **after** they have chosen to take part as a Peer Mentor in the PMP. Potential Peer Mentor participants will be given a Participant Information Sheet (see Appendix A) by staff. Potential participants will be given no less than 24 hours to decide whether they wish to take part in the evaluation arm of the PMP or not. A member of staff from will contact each potential participant (no less than 24 hours after) to ask their permission to pass their contact details onto the University research team, such that a member of the research team can then contact the potential participants to answer any queries and decide upon participation or not. Participants in the programme will be informed that participation in the research is voluntary and choosing to opt out of the research or withdrawing from the research will not affect their ability to participate in the programme. Young people will be screened for mental health risk and other vulnerability factors (by) and will decide which young people should be approached with an information leaflet about the study. For those Peer Mentors wishing to take part in the study a researcher from the University of Birmingham will then liaise directly with the Peer Mentor to arrange a suitable time for the taking of formal valid consent (see Appendix B) and scheduling the first interview. Upon the completion of the programme they will be contacted again to schedule their follow-up interview.
- (2) **Stakeholders:** Information (included in a Participant Information Sheet; see Appendix A - Stakeholder) about involvement as a potential Stakeholder participant will be sent to the various agencies identified (by the Peer Mentoring Steering Group) as having an association with Peer Mentoring. Potential participants interested in taking part will be asked to contact the University of Birmingham research team directly for enquiries and, if appropriate, for organising a time to meet for the taking of formal valid consent (see Appendix B - Stakeholder) and the first research interview. The follow-up interview will be scheduled once the programme has ended.

11. CONSENT

a) Describe the process that the investigator(s) will be using to obtain valid consent. If consent is not to be obtained explain why. If the participants are minors or for other reasons are not competent to consent, describe the proposed alternate source of consent, including any permission / information letter to be provided to the person(s) providing the consent.

All participants (both Peer Mentors and Stakeholders) will be adults and will therefore be able to consent to participation in their own right. Participation will be voluntary and informed consent will be obtained through a consent form. Informed consent will be obtained after a minimum of 24 hours notice has passed between being informed of the study and consent being recorded.

1. **Peer Mentors:** Information about involvement in the research evaluation of the Peer Mentoring Programme will be provided to potential participants after they have chosen to take part as a Peer Mentor in the PMP. Potential Peer Mentor participants will be given a Participant Information Sheet (see Appendix A - Mentor) by staff. Potential participants will be given no less than 24 hours to decide whether they wish to take part in the evaluation arm of the PMP or not. A member of staff from will contact each potential participant (no less than 24 hours after) to ask their permission to pass their contact details onto the University research team, such that a member of the research team can then contact the potential participants to answer any queries and decide upon participation or not. Participants in the programme will be informed that participation in the research is voluntary and choosing to opt out of the research or withdrawing from the research will not affect their ability to participate in the programme. Young people will be screened for mental health risk and other vulnerability factors (by) and will decide which young people should be approached with an information leaflet about the study. For those Peer Mentors wishing to take part in the study a researcher from the University of Birmingham will then liaise directly with the Peer Mentor to arrange a suitable time for the taking of formal valid consent (see Appendix B - Mentor) and scheduling the first interview. Upon the completion of the programme they will be contacted to schedule their follow-up interview.
2. **Stakeholders:** Information (included in a Participant Information Sheet; see Appendix A - Stakeholder) about involvement as a potential Stakeholder participant will be sent to the various agencies identified (by the Peer Mentoring Steering Group) as having an association with Peer Mentoring. Potential participants interested in taking part will be asked to contact the University of Birmingham research team directly for enquiries and, if appropriate, for organising a time to meet for the taking of formal valid consent (see Appendix B - Stakeholder) and the first research interview. The follow-up interview will be scheduled once the programme has ended.

Note: Attach a copy of the Participant Information Sheet (if applicable), the Consent Form (if applicable), the content of any telephone script (if applicable) and any other material that will be used in the consent process.

b) Will the participants be deceived in any way about the purpose of the study? **No**

12. PARTICIPANT FEEDBACK

Explain what feedback/ information will be provided to the participants after participation in the research. (For example, a more complete description of the purpose of the research, or access to the results of the research).

Participants in the programme will be offered a copy of their transcript at the end of each interview, which, if they choose to see it, will be sent to them. For all participants, at the end of each interview they will be asked if there has been anything said in the interview that they do not wish to be used (anonymously) in a potential publication or write-up of the evaluation. A summary of the results of the evaluation will be made available from both _____ and the research team at the University of Birmingham (subject to approval from the Cabinet Office, as per condition of the contract between _____, Cabinet Office and UoB).

PARTICIPANT WITHDRAWAL

a) Describe how the participants will be informed of their right to withdraw from the project.

Participants will be informed that they are able to withdraw their consent to data being used for the evaluation (information included in the relevant Participant Information Sheets), and do so up to two weeks after each individual research interview and/or up to two weeks after having reviewed the transcript for those who asked to do so. Participants may withdraw by contacting the researcher, an individual from the recruitment site, or a member of staff from . They will be informed that withdrawal of their data does not affect their ability to continue taking part in the PMP.

After two weeks (i.e., for data that has already been transcribed and analysed), withdrawal will not be an option.

b) Explain any consequences for the participant of withdrawing from the study and indicate what will be done with the participant's data if they withdraw.

Participants will be reminded that withdrawing from the study will have no effect on their ability to take part (or continuing to take part) in the PMP or any care they receive from the service separate from the PMP.

Participant data (audio and electronic) that has been withdrawn will no longer be considered for analysis and safely destroyed within a week of notification.

14. COMPENSATION

Will participants receive compensation for participation?

i) Financial

Yes ☒

No ☐

ii) Non-financial

Yes ☐ No ☒

15. CONFIDENTIALITY

a) Will all participants be anonymous?

Yes ☒

No ☐

b) Will all data be treated as confidential?

Yes ☒ No ☐

Note: Participants' identity/data will be confidential if an assigned ID code or number is used, but it will not be anonymous. Anonymous data cannot be traced back to an individual participant.

Describe the procedures to be used to ensure anonymity of participants and/or confidentiality of data both during the conduct of the research and in the release of its findings.

Participant names will be included within the actual interviews, but anonymised (i.e., given a pseudonym) in the transcripts of the research interviews. Thus, direct participant names will not be included in the transcripts. No identifiable participant information will be included in the summary of research findings or in future publications.

16. STORAGE, ACCESS AND DISPOSAL OF DATA

Describe what research data will be stored, where, for what period of time, the measures that will be put in place to ensure security of the data, who will have access to the data, and the method and timing of disposal of the data.

The research data that will be stored are the audio recordings, transcripts and consent forms. The following describes how this will be securely stored.

Audio recordings: these data will be uploaded directly from the audio-recording device onto an encrypted memory stick (and University encrypted computers) and the recording on the audio device deleted. Any handwritten notes will be transcribed into text electronically and password protected. The handwritten notes will then be shredded in a cross-shredder.

Consent forms: will be stored in a locked filing cabinet at the _____ offices during the conduct of the research and then moved to the University of Birmingham.

Transcripts: (with no identifiable information) will be stored on an encrypted memory stick (and University encrypted computers). A back-up of electronic data will be created on a laptop which will also be password protected. Transcripts will be kept separate from digital recordings of the interviews.

The only people with direct access to the above data are the two Academic Supervisors (Dr Gary Law & Dr Ruth Butterworth), the University MRes students for the pre- and post-interviews, and a Research Associate employed for work on the evaluation of the PMP evaluation. Data will be stored for 10 years and then deleted (to include cross-shredding of consent forms; audio recording and transcripts will be deleted from the encrypted memory stick and re-formatted; back-ups of electronic data on the laptop will be deleted).

Prior to the interviews, each participant will be informed (using the participant information

17. OTHER APPROVALS REQUIRED? e.g. Criminal Records Bureau (CRB) checks

☒ YES ☐ NO ☐ NOT APPLICABLE

If yes, please specify.

Enhanced DBS disclosure has been completed for Clare Shanahan Somerville:

Date of Issue: 12/12/2013

Certificate Number: 00142995403

18. SIGNIFICANCE/BENEFITS

Outline the potential significance and/or benefits of the research

Article II. Outcomes from this project will have the potential to inform the content and process of delivery for future Peer Mentoring Programmes. It will also identify factors likely to hinder and facilitate impact and sustainability. The information gathered from this part of the evaluation will contribute to the larger study of the overall programme and will provide insights into missing information in the current body of research pertaining to peer-mentoring projects, specifically what happens to those delivering the programme (i.e., the personal and professional development of peer mentors) and what are the experiences of those in the geographical and service contexts surrounding peer mentoring?

The information gathered in this study will give a better understanding of what would be an effective use of money and resources in creating an effective and sustainable programme. The scope of this project allows for us to monitor the impact of the peer-mentoring programme beyond that of the direct recipients.

19. RISKS

a) Outline any potential risks to **INDIVIDUALS**, including research staff, research participants, other individuals not involved in the research and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap

In the unlikely event that participants disclose an adult or child safeguarding issue, the researcher will firstly contact her supervisors for further discussion and, if deemed appropriate and necessary, the researcher will follow the local safeguarding procedures within the relevant localities. Information on the extent of confidentiality will be provided in the Participant Information sheets.

In considering the personal safety of the researcher conducting the interviews, she will abide by University of Birmingham Lone Working Policy (<https://intranet.birmingham.ac.uk/hr/documents/public/hsu/hsuguidance/31ohalw.pdf>) and the Guidance for Academic Supervisors (<https://intranet.birmingham.ac.uk/hr/documents/public/hsu/hsuguidance/16SAW.pdf>).

We anticipate that all interviews with the Peer Mentors will take place at the base, and the Stakeholder interviews at the relevant service bases.

b) Outline any potential risks to **THE ENVIRONMENT and/or SOCIETY** and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap.

n/a

20. ARE THERE ANY OTHER ETHICAL ISSUES RAISED BY THE RESEARCH?

No

21. CHECKLIST

Please mark if the study involves any of the following:

- Vulnerable groups, such as children and young people aged under 18 years, those with learning disability, or cognitive impairments ☐
- Research that induces or results in or causes anxiety, stress, pain or physical discomfort, or poses a risk of harm to participants (which is more than is expected from everyday life) ☐
- Risk to the personal safety of the researcher ☐
- Deception or research that is conducted without full and informed consent of the participants at time study is carried out ☐
- Administration of a chemical agent or vaccines or other substances (including vitamins or food substances) to human participants. ☐
- Production and/or use of genetically modified plants or microbes ☐
- Results that may have an adverse impact on the environment or food safety ☐
- Results that may be used to develop chemical or biological weapons ☐

Please check that the following documents are attached to your application.

| | ATTACHED | NOT APPLICABLE |
|-------------------------------|-------------------------------------|-------------------------------------|
| Recruitment advertisement | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Participant information sheet | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Consent form | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Questionnaire | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Interview Schedule | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

22. DECLARATION BY APPLICANTS

I submit this application on the basis that the information it contains is confidential and will be used by the University of Birmingham for the purposes of ethical review and monitoring of the research project described herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any other purpose without my prior consent.

I declare that:

- The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- I undertake to abide by University Code of Practice for Research (http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines.
- I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer.
- I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer.

Name of Principal investigator/project supervisor:

Dr Gary Law

Date:

14.05.14

Please now save your completed form, print a copy for your records, and then email a copy to the Research Ethics Officer, at aer-ethics@contacts.bham.ac.uk. As noted above, please do not submit a paper copy.



Stakeholder Information Sheet

You are invited to participate in a study that aims to explore the hopes, fears and expectations for the 10:19 Peer Mentoring Programme being run by . The University of Birmingham is involved in helping to evaluate the Peer Mentoring Programme. He are hoping to hear the views of a variety of local professional stakeholders.

What does participation involve?

Participation in the study is entirely voluntary. If you choose to take part you will be asked to participate in an interview with Clare Shanahan Somerville which should take no more than an hour of your time. Within the interview you will have a chance to discuss your understanding of the Peer Mentoring Programme and your hopes, fears and expectations of it. You may decline to answer any questions presented during the study if you wish to do so. The interviews will be recorded and transcribed for analysis.

At the end of the project (April / May 2015) we will contact you again to request that you consider undertaking a follow-up interview exploring your experiences of the project once it has been delivered.

Can I change my mind?

After the interview has been completed the researcher will check to see if you would like to remove any information from your interview. The interview will be transcribed and you may request a copy of this transcript, which will be posted to you if you so choose. Further, if you choose to withdraw from the programme you may do so up to 2 weeks after giving the interview and/or 2 weeks after looking over the transcript of the interview (either at the beginning or end of the project), at which point your interview data can be erased.

Confidentiality and data storage

The information that you provide will remain confidential your name will not be included or in any other way associated with the data as a pseudonym will be employed. Some quotes may be extracted in the presentation of the data with the use of a pseudonym. If there is anything you wish to remove from the interview you may do this up to 2 weeks after the interview or 2 weeks after receiving the transcription.

In the case of the disclosure of a safety risk for yourself or others the information provided will be shared with the principal investigators. If it is deemed appropriate the suitable services will also be contacted and you will be kept informed throughout.

Data collected during this study will be retained in a locked cabinet within for the duration of the study. After the study is completed the files will be held in a locked office in the University of Birmingham's Psychology building. All electronic data will be held on password protected and encrypted devices. Only researchers associated with this study will have access to this data.

What are the risks and benefits of participating?

The researchers intend to publish the results of this evaluation and it is hoped that the information gathered in these interviews will help to inform the development of the 10:19PM programme as well as the implementation of future programmes.

There are no identified risks to participation but should you feel uncomfortable about your involvement in the project in any way you have the right to withdraw as outlined above.

Ethical approval

This study has been reviewed and received ethics clearance through the University of Birmingham's Research Ethics Committee.

Contacting us

Thank you for your consideration of participating in this project. The 10:19PM team will be in touch in the near future to ask if you are willing for them to pass your contact details to the research team. Alternatively, if you are happy to do so you are welcome to contact us directly at the University of Birmingham (details below). We can discuss any queries and set up a suitable time to collect written consent and to conduct the interview.

If you have any questions or concerns about participating in this study please contact the research team at the University of Birmingham. Our contact information can be found at the bottom of this information sheet.

Principal Investigators:

Dr. Gary Urquhart Law
Department of Psychology,
University of Birmingham

Dr. Ruth Butterworth
Department of Psychology,
University of Birmingham

Student Researcher:

Clare Shanahan Somerville
Department of Psychology,
University of Birmingham

Appendix A - Mentor

All of our contact details are on the back of this leaflet - please do get in touch if you have any questions at all about the research that we are doing.

After you've had time to think about this leaflet, the 10:19 staff will ask if you're happy for us to have your contact details. If you are, we'll get in touch to answer your questions and to see if you are happy to take part.

There will be no pressure on you to take part in the research at any time and your decision will not affect your involvement with the 10:19 project in any way.

We want to know what you think!

If you would like to find out more about the project or discuss getting involved, please contact us by phone, text, email or post:

**Dr Gary Law &
Dr Ruth Butterworth**

DClinPsy Programme, School of Psychology
University of Birmingham
Frankland Building
Edgbaston Campus
Birmingham
B15 3TT

10:19 PM

Evaluation

Evaluation of the 10:19PM Peer Mentoring Programme



UNIVERSITY OF
BIRMINGHAM

What is an evaluation?

The 10:19 peer mentoring project has been funded by The Cabinet Office (part of the government), who want to know how the project works out so that they can decide whether they and others should pay for more projects like this in the future.

We at the University of Birmingham have been asked to find out:

- If the project makes a difference to the people who take part
- What it is about peer mentoring that is helpful and what isn't so helpful
- The ways in which it might help people
- What we can do to improve it in the future.

We are trying to find out the answers to these questions in lots of different ways, and by talking to lots of different people.

The most important people to take part, though, are the young people who are receiving mentoring and those who are acting as mentors.

What we are asking you to do

We are using lots of different ways to help us understand what peer mentoring is and what effect it has. This includes asking mentors and mentees:

- To fill in questionnaires before and after taking part in the project
- To fill in a few quick questions at the end of every mentoring session
- To let us interview them to find out more about their experiences
- To join one of our groups to talk with others about what they have found helpful and complete some activities to find out how they feel about peer mentoring.

It might be that you're happy to do some of these but not others – and that's fine. When you've had a chance to think we'll ask you to sign a form saying which bits (if any) you're happy to get involved with.

Help us to understand what peer mentoring means to you...

Consent

It is important that you understand that:

- It is your choice whether you take part in the evaluation
- Your decision won't affect what you are offered by the programme
- If you do decide to take part, you can change your mind at any time and we will destroy all the paperwork that you have completed for us.

Confidentiality (keeping things private):

- No one else will know what you have answered to any of the questions – including the 10:19 staff and the mentor / mentee that you are working with
- The only time that we will share information is if we are worried about whether you or someone else is in danger – and we will always tell you if we need to do this.
- All of your answers will be stored in a locked filing cabinet, and they won't have your name or other details written on them
- When we write up a report of what we've done, we'll make sure that all your details remain confidential.

10:19 AM

CONSENT FORM

10:19 Peer Mentoring Stakeholder Evaluation Project

Please initial

I confirm that I have read the information sheet for the above study, understand what the project involves and have had the opportunity to have any questions about the study answered to my satisfaction. ☐

I understand that I may withdraw from the project at any time, up to 2 weeks after the interview and/or two weeks after receiving the transcript, without penalty, by notifying the researcher. ☐

I agree to participate in this study being conducted by Clare Shanahan Somerville under the supervision of Dr. Gary Urquhart Law and Dr. Ruth Butterworth of the Department of Psychology, University of Birmingham. ☐

I also give my consent for the research team to contact me towards the end of the project (Spring/Summer 2015) to ask me to consider participating in a follow-up interview looking at the project outcomes. I understand that my decision about whether to participate at this point will again be entirely voluntary. ☐

I understand that this project has been reviewed by, and received Ethical Approval through the University of Birmingham's Research Ethics Committee, and that I may contact this board if I have any concerns or comments resulting from my involvement in the study. ☐

Signed:

Participant

Person
obtaining consent

Signature: _____

Name (Block Caps): _____

Date: _____

Appendix B - Mentor

10:19 AM

Consent form

10:19 PM Peer Mentoring Project Evaluation

Please make sure that you have read the information sheet carefully and feel free to ask any questions that you like. Then please tick the boxes below if you agree with the statements:

| | Participant | Parent / Guardian* |
|--|--------------------------|--------------------------|
| I have had a chance to read the information sheet and ask any questions that I need to so that I understand what the project involves. | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand that my decision will not impact on the support that I receive from the 10:19 project or any other services. | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand that I can withdraw at any time and that my data will be destroyed if this is the case. | <input type="checkbox"/> | <input type="checkbox"/> |
| I agree to take part in this research. | <input type="checkbox"/> | <input type="checkbox"/> |

Signed:

| | Young person | Person obtaining consent |
|--------------------|--------------|-----------------------------|
| Signature: | <hr/> | <hr/> |
| Name (Block Caps): | <hr/> | <hr/> |
| Date: | <hr/> | <hr/> |

Appendix C

Stakeholder Semi-Structured Interview Schedule

- > Introduction of self and relationship to University.
- >What's your understanding of the 10:19 Peer Mentoring programme?
- >What are your expectations of what the Peer Mentoring programme will do?
what will it do/how will it help)
- > What do you hope the PM programme will provide for the participants? (or mentors,
mentees, services)
- >What sense do you have as the potential benefits of the PM programme? (mentees, mentors,
agencies)
- >What concerns, if any, do you have about the PM programme?
- > What do you hope will be the results/outcomes of the programme? What would tell you that
the PM programme has been successful? What would be the signs that it has not worked?
- > Thank you for your participation and time.
- > Is there anything that you have said during the course of this interview that you would like to
remove from the analysis?

Mentor Semi-Structured Interview Schedule

- > Introduction of self and relationship to University.
- >What's your understanding of the 10:19 Peer Mentoring programme?
- >Tell me about the training you've received. What's been helpful? Was anything missing do you
think? How confident do you feel in taking on the mentor role?
- >What's your understanding of the role of supervision in the PM programme?
- >What are your expectations of what the Peer Mentoring programme will involve?
(how will it work/what will it do)
- > What do you hope the PM programme will do for the mentees?

- > What do you hope the PM programme will do for you?
- >What sense do you have as the potential benefits of the PM programme? (mentees, mentors, agencies)
- >What concerns or worries, if any, do you have about the PM programme?
- > What do you hope will be the results/outcomes of the programme? What would tell you that the PM programme has been successful? What would be the signs that it has not worked?
[participants as mentors and mentees]
- > Thank you for your participation and time.
- > Is there anything that you have said during the course of this interview that you would like to remove from the analysis?

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